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VOL. 53 SEPTEMBER 15, 1928 NO. 16

SAFEGUARDING VALUABLE BOOKS
Frank K. Walter

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HANDLING CURRENT PERIODICALS
Loa Evelyn Bailey

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R. R. BOWKER CO.

62 West 45th Street : : New York

Published—Semi-monthly, September to June inclusive; Monthly in July and August—at 62 West 45th Street, New York. Entered as 2nd class matter June 18, 1879, at the Post Office at New York, N. Y., under act of March 3, 1879. $5 a year; 25c. a copy.

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THE LIBRARY JOURNAL

VOLUME 53, No. 16 SEPTEMBER 15, 1928

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THE LIBRARY JOURNAL

SEPTEMBER 15, 1928

SAFEGUARDING RARE AND EXPENSIVE BOOKS IN UNIVERSITY AND REFERENCE LIBRARIES*

BY FRANK K. WALTER

Librarian of the University of Minnesota Library

Long before any attempt was made to stimulate the circulation of books or to attract readers to libraries, the preservation of records was a serious matter. Libraries originally started as archives and librarians were therefore, keepers of archives. It was their primary business to see that the records were not lost, destroyed or used by persons unauthorized to have access to them. John Drury entitled his admirable tract on library matters, published in 1650, *The Reformed Library Keeper*—and to this day the head librarian of the British Museum is called the Keeper of Printed Books.

Early American libraries, as well as similar institutions elsewhere, were more concerned with preserving their books and in getting them back from those to whom they were lent under more or less rigid restrictions, than they were in promiscuously promoting their circulation. Many of these early regulations were relaxed when the American library idea, so called, came into prominence. Circulation, not accumulation, became the leading principle, as it is to this day. One of the most opprobrious similes which can be used, as far as most American librarians of the present are concerned, is to compare a library to a museum. The emphasis on publicity brings into strong relief the idea that a library is like a store, a distributing center—of course, with the important distinction that the service should be as nearly free as possible, and not intended for purposes of personal profit or prestige.

In many cases our public has taken us at our word. It is assisting us, far beyond our intent or even our desires, in various and devious ways, in distributing the books we have accumulated. Statistics of circulation are being supplemented by frequent statistics of loss compiled by librarians of public libraries. Even some of the former proponents of unrestricted open shelves are beginning to recant to some degree, and are wondering how to check the abuse without also checking the use of the books in their libraries.

Until a comparatively few years ago, college, university and reference libraries were less disturbed by this situation than the popular circulating libraries, because they were less used and because their users were usually easier to supervise or, at least, to recognize.

It is not fair to blame everything on the late war. Perhaps the present unprecedented attendance at institutions of higher education may be largely to blame for the increase in book losses in these institutions. There is necessarily a larger numerical quota of the unfit, the careless and those equipped with elastic consciences or with none that are perceptible, even if percentages of these undesirables are no larger than before. Moreover, even when undesirables are disregarded, the greater number of students of at least average mentality using more books per student, in more classes per student, has brought new problems to every college or university that is at all above the educationally dormant stage.

The quantitative growth of research and the greater prevalence of research method in all

* Read before the American Library Institute, West Baden, Ind., Tuesday, May 29, 1928.

grades of college classes, in industrial establishments and social and political organizations has thrown a heavy burden of wear on books seldom used and almost unknown even a decade ago except to the special scholar. There may be no complete solution of the problem. Libraries exist because they are supposed to be used. In a large measure, their value may be recognized by the amount they are used. If used, their collections will, sooner or later, succumb to use. The users of the present have a perfect right to demand their share of the accumulation of both past and present. On the other side, the librarian who considers it at least part of his duty to pass on to his successors as much as he can of his own professional heritage must be an intellectual conservationist as well as a reading promoter.

Experience convinces him that not all demands for valuable material are legitimate. There was current after the disastrous fire at the New York State Library in 1911 a story that a person of rather dubious reputation was seen wandering up and down the corridors as the salvage corps was at work. When asked why he seemed so interested he exclaimed: "They say there are books in here worth hundreds of dollars, but, my God! I can't find 'em." Many demands on libraries have motives no more justified or disinterested.

So far, the question is one which, in public and reference libraries, is often a matter primarily concerning individuals rather than classes of readers. In college and university libraries it becomes more or less a group matter. Many an enthusiastic instructor, usually young and with the splendid radiance of a recent Ph.D. not yet wholly faded from his brow, insists on turning over to an indiscriminate group of educational conscripts rare items which the institution has acquired with extreme difficulty and which in all probability it cannot replace. Yet, even here, the problem is primarily individual to be handled thru interviews rather than official edict.

Recognition of the local and individual character of the problem and, on the other hand, its general prevalence and common interest are shown in statements I have received from twenty-three reference, university and large public libraries. Tho only a small group, they represent a wide range of territory, collections above the average of their kind and efficient administration. They are, however, and are fairly typical of other libraries of their class.[1] More specific mention of many of their contributed statements is omitted because of the probability that the librarians of many of them may contribute personally to the discussion of this paper.

All seem agreed that "rare and expensive" books need protection, but no definite standards for determining rarity or unusual expense are apparent. By far the most common consideration is difficulty of replacement or probability of loss if generally circulated. In libraries with incomes below their needs (which includes most libraries) the cost of the book is naturally a prime consideration. Relatively few have adopted a standard price, above which the book is "expensive." Those that have done so seem inclined to put a lower limit of $25, subject to many exceptions. In reference libraries without open access stacks and their greater opportunities for the book-thief, this price limit is seldom consistently applied since it would often mean the removal of more books than could be cared for in special quarters.

In determining rarity, difficulty of replacement again comes prominently to the front rather than mere bibliographical rarity, tho the latter is also generally considered. Here are some of the classes of material mentioned as limited in circulation privileges in different libraries: autographed and association copies; limited editions; editions de luxe; extra illustrated or specially illustrated editions; items of local or archive value or interest; issues of private and important presses and typographers; very small or very large books and portfolios of loose plates; early printed (e.g. European before 1550 or 1601, or 1700, according to the library, and Americana before 1801); manuscripts; modern books likely to rise in cost. Despite the apparent variety, all of these classes are practically included in the class of books beyond the probable power of the library to replace because of scarcity or cost or because of the practical certainty that they will be stolen if unguarded. In the case of oversized books and portfolios of loose plates, the practical certainty of loss and undue damage, if circulated is important to consider.

In connection with the question of loss and damage, there is always the question of the physical treatment of the book by the library itself. Most of us work on the assumption that the treatment of library books by the library staff, whatever their character or probable use

[1] They are the Chicago Public Library, the Cleveland Public Library, Columbia University Library, Grosvenor Library, Henry E. Huntington Library, Historical Society of Pennsylvania, Indiana State Library, Library of Congress, Milwaukee Public Library, Minnesota Historical Society, New York Public Library, Newberry Library, Carnegie Library of Pittsburgh, Princeton University Library, St. Louis Public Library and the libraries of the University of California, University of Chicago, University of Michigan, University of Minnesota, University of Rochester, University of Texas, Adelbert College of Western Reserve University and Yale University.

of the books, must be standardized. By permission, on the other side of this opinion, I quote Mr. Montgomery of the Historical Society of Pennsylvania: "No really worthy book should be put into the hands of the average barbarian. The librarians have made the subject easy of solution by ruining the book before it can be had by any reader. A rare book is ordered. By the time it has been received thru the parcel post it is somewhat awry. It is handed to one young woman after another, the first of whom puts in a book plate on which are included a number of cabalistic signs; the second adds a few shorthand items on the leaf next to the [first] recto; a third perforates the title page and also pages 3, 31, 311 and 3111. An ugly record is added on the last fly leaf and a horrible label is put on the outside. By the time this process is finished the rare volume, which has been bought at considerable price, is so disfigured that no book lover would admit it thru the back door. Under such treatment as this I can see no reason whatever for the segregation of anything. I believe the general rule is to place books that are very rare in the librarian's office, and along side of them are gathered any books that might bring the blush of shame to the cheek of modest youth. I might add that no self-respecting thief would take the trouble to lift the plate from a library book that is ruined before being placed upon the shelves."

In earlier library days, when collections were smaller, the use of the books less, ethical standards more definite and the rule of the librarian more autocratic, the question of cost or replacement appealed less to those responsible for libraries than the real or supposed moral effects of the books circulated. Like the necessary but dangerous powder-horn, they were for use by the mature, but to be kept out of the reach of the irresponsible. Dr. Folwell, the ninety-four years young president-emeritus of the University of Minnesota, gave me a few weeks ago a copy of a resolution introduced (but not by Dr. Folwell) in faculty meeting in the early 70's which proposed to limit additions of books to the University library to those approved in open faculty meeting. The resolution did not pass. Certain religious and political factions that you all know have not yet ceased their efforts at censorship. It is, therefore, not surprising to find that most public libraries and reference libraries still find it expedient to limit the circulation and use of sex discussions and erotica or pseudo-erotica, even when of classic literary merit. It is pertinent that limitation of circulation because of political, religious or social controversy seems to have ceased among the libraries from which I have data. Either the books seem to be circulated because they are considered worth putting into the library or they are not put into the library because they are not considered worth circulating.

In college and university libraries limitation of circulation of sex discussions and erotica is usually less drastic and, when such limitation is a library policy, it is often frankly considered a matter of protection of property rather than protection of morals. Our experience at Minnesota seems fairly typical.

About six or seven years ago there was a marked increase in demands from both undergraduates and graduate students for "Z" books, that is, books marked with a "Z" as unsuitable for circulation and kept in the librarian's office—not, I hasten to say, for his exclusive perusal. This demand came from two types of student. The smaller class was composed of students of medicine and the other biological sciences, and students of sociology, of child welfare and of psychology. (We were at that time rather prominent for our work in behavioristic psychology.) The second and larger class was composed of students who asked rather vaguely for books almost equally well-known or notorious both as literature and as erotica. In many cases the requests were legitimate. The books had been mentioned or recommended by instructors. It would have been impossible, for example, to give a course in seventeenth and eighteenth century drama without them. At the same time we learned accidentally that certain hospitably minded students and equally generous young instructors were passing down orally the titles of many books which for obvious reasons did not appear on any list for which they had to assume responsibility. There was very good reason to believe that much of the use of these books was not in the interest of scholarship or a yearning for truth as much as for the personal pleasure of the *obscenophiles* (as a late nineteenth century French bibliophile aptly calls them.)[2]

Attempts to limit their use almost invariably resulted in futile but disagreeable arguments. As rapidly as possible, the idea was spread that all limitation of circulation was essentially a property affair; that experience showed that additional safeguards had to be placed around the use of those particular pieces of state property. Circulation was limited to students who presented written requests endorsed by a full-time instructor in the general field treated by the book. Almost immediately the requests diminished to a fraction of their former number. Students apparently hesitated to ask instructors for signatures and instructors seemed to develop

[2] Feritault, F. "Les Obscenophiles." In *Les Légendes du Livre*. Paris, 1926. p. 32.

a diffidence about being on record in connection with many books formerly in demand. The principle that property considerations were first was honestly adhered to and the "Z" collection was widened in scope.

There are still occasional student rumblings. Not many months ago a rather bumptious amateur journalist (one of several making such a request) virtually demanded entrance to the "Z" room. To his apparent surprise, he was taken in at once (as had also been done in an earlier instance). Cases were opened, books were shown him in great variety: color photographs of violets; old English herbals; one or two incunabula; issues of the Aldine and Plantin presses; our two or three Kelmscott Press issues; hundreds of faculty publications; some notable fac-similes; a long file of the *London Gazette;* early editions of books in most of the leading European languages. He was invited to take down the titles of any books he desired to mention in the newspaper article he said he was about to write. He did not stay long, in spite of an honest attempt at hospitality and the alleged article has not yet appeared.

We do not believe scholarship has been injured by our shift of policy. We do feel that some good has been done and much annoyance averted by refusal to emphasize sex in a time when, to requote a familiar statement, "Now that the young people are allowed to talk about anything at all it is hard to get them to talk about anything else." Similar situations and similar procedures are reported by several of the contributing libraries, public, reference and university. For example, at the University of California "We are less concerned with any real or imagined contamination of student morals than we are with the demonstrated fact that they [the books] must be segregated to prevent loss and damage."

The most common methods of special physical care of material for restricted circulation are fireproof vaults, separate rooms, locked cases of metal or wood in various parts of the library and special, wired-off sections of the book stacks. Vaults are used mostly in libraries where there are special collections of great value or a considerable number of rare items of considerable monetary value or in new library buildings which are new enough to foster optimistic hopes for the future. Examples are the vault at the Newberry Library, with an 8000-volume capacity for housing the rare material in the Edward E. Ayer collection on the North American Indian, and the vaults at Yale and the University of Minnesota.

The high cost of vaults makes them prohibitive for storing anything but the rarest and most expensive material. The metal case and locked cupboard or case takes their place in most libraries. These have the advantage of being rather efficient protection except against conflagrations or expert burglars. They may be provided in any design and any quantity to suit the condition of the library's finances. They may be, as they usually are, placed wherever convenience dictates.

The metal cases are much used for manuscript material such as the important Gratz collection of the Historical Society of Pennsylvania. The locked case is of even wider use. It ranges from an ordinary wooden cupboard to rather elaborate metal cabinets. These cases are usually scattered thru the stacks or kept adjacent to the rooms containing the collections of which the books in the locked cases are a part.

In most large libraries, locked cases soon develop into wired-off sections of the stack. These are rather generally accessible by key to members of the faculty and to others to whom the privilege of access is granted. In these sections may be put large numbers of sets, unbound material and individual items which are scarcely valuable enough for more thoro isolation but which are of too little general use or which are too valuable to be promiscuously pawed over and tumbled around on the more open portions of the stack. Since the wire partitions are easily removable, the size of these special sections can be changed at will.

The separate room is also a favorite method of preserving desirable and valuable material. It is often preferably rather inaccessible. Its equipment varies according to whether it is open to the public or accessible only to the library staff or specially favored patrons. It may vary from a departmental library to a small room which is virtually an extension of the locked closet. One of the latest of these separate rooms is that of the Library of Congress which is described as follows by Mr. M. A. Roberts, superintendent of the Reading Room: "The Rare Book Room, in its principal division, is on the top deck of our new northeast book-stack. It occupies the central portion of the deck and comprises thirty-seven small separate rooms, each room containing twelve stack sections averaging seventy-two shelves. The rooms are separated from each other by steel partitions and furnished with scientific ventilation and heating—an even temperature with the proper degree of moisture is carefully provided. Attached to the south end of the Rare Book Room is an enclosure formed by means of steel wire netting. This enclosure, always kept locked, forms the Rare Book Reading Room."

The separate room, or suite of rooms, with protected cases and competent attendants is the

most satisfactory solution of handling a valuable collection which is also to be accessible to scholars, tho it is necessarily the most expensive. The Widener Memorial Room at Harvard, and the Wrenn and Garcia libraries at the University of Texas are notable examples. As the collections increase they may demand a separate building as the Clements Library at Michigan, or the John Carter Brown Library on the campus of Brown University.

The reserved shelves behind the desks of department heads, on which books of reference value and quickly disappearing tendencies are kept, are too well known to require special mention. There is perhaps no better place than a reading room to demonstrate that rarity and immorality are not the only things that make books disappear. I know of no library which dares put the "Engineers' Pocket Books" on open shelves At Minnesota we lose Emily Post's *Etiquette* as quickly as we do the shelf copies of the *Decameron*.

Perhaps equally well known is the habit of sending restricted books, especially those of improper character, to the librarian's office. If a cataclysm should bury some of our better-known libraries, I shudder to think what conclusions the archaeologists of the distant future would draw if the books assigned to the librarian's office should survive and be brought to light. It would be amusing even if not very profitable to investigate the reasons which lay below this older method of allocation. The austere virtue and immunity to moral contamination which characterize librarians, the irresistible power of their negative decisions, and the spiritual tabu surrounding their private offices—all these are possible explanations which the bibliothecal doctors of philosophy of the future may perchance weigh and discuss.

It is stated that the problem of limiting the use of books is largely local and individual. This opinion is strengthened by the almost complete lack of printed rules for the use of restricted books such as the rules which are almost always formulated with regard to books intended for circulation. Of the twenty-three libraries under consideration, only one, the Henry E. Huntington Library, has printed rules. Since it is a collection of rare books, the exception is one which upholds the general rule. Yale has specific typewritten rules regarding the use of manuscripts. All have more or less definite rules of practice rather generally understood but not published. These are usually most definite in connection with special collections or special classes of material and are for the most part adapted both to the value and scarcity of the material desired, to the kind of person who wants to use it and to the use he wishes to make of it. For example, a scholar of reputation or an investigator in a commercial or governmental position of responsibility would have privileges denied to the general run-of-mine person. Here at least is one place when library procedure is still an individual matter. If, however, there were a way in which the practice of a library in regard to scarce material could be known to other libraries the troubles of inter-library loans would be lessened both for him who gives and him who receives.

Very few of the twenty-three libraries admit any serious difficulty in controlling the use of the restricted material. Five definitely disclaim serious difficulty, one explaining that the lack of difficulty is due to the small number of rare books. Only one of the others frankly admits trouble and that is in the case of erotic books. The same difficulty is implied in several other replies. The very definiteness of safeguards and the rather specific kinds of material put aside may indicate a degree of potential trouble not definitely mentioned and which possibly is averted by the diplomacy of the librarian and the efficiency of his staff quite as much as by the virtue and docility of the public.

In view of the prevalence of misuse and mutilation of books in reference and reading rooms and among those circulated, the absence of mention of much actual trouble of this kind in connection with rare books is interesting. Locked cases, vaults and wired-off stack sections indicate its possibility.

In some libraries with really large collections of rare material like the Newberry Library, the Henry E. Huntington Library and the Library of Congress such rarities may be used only under careful supervision. At the Library of Congress "Only readers engaged in consulting these rare books are permitted in the Rare Book Reading Room. On entering, they must first register, giving their permanent and local addresses (to be verified by city directory or telephone book) and the class of books which they desire to consult. They then fill out a form indicating subject, title and book number of each book they wish to examine. While using the books they are under constant supervision of an assistant whose specific duty it is to prevent any mutilation or other injury to the book. Before a reader is permitted to leave the room, all items of his list must be carefully checked as to their return and a receipt is furnished for each book returned."

Perhaps the greater safeguards thrown around rare books really do safeguard them better. It seems probable that these safeguards may necessarily increase rather than decrease in the future, at least in libraries which aim to promote research and to preserve for posterity as

well as to raise the motto "He profits most who circulates most." Long live and prosper the effort to get more books and better books to more and better people, but in at least a few places the following words of Mr. Bliss, the librarian of the Huntington Library, will apply: "The chief desideratum is the curator, or custodian, or whatever you call him or her, a person who is like a watchdog in his care for books as books and not simply as a means to an end. Too many of our good friends, the college professors, admirable men that they are, are desirous of digging the meat out of each and every book without caring particularly whether our posterity of a hundred years or so hence will be able to get from the same book something of the delight with which they approached it. We are undoubtedly right in our zeal for publicity, in our delight over increased circulation statistics, and in our desire to make comfortable and pleased all our patrons, but let us not forget that every university and large public library has some books that require care, and for our best welfare, or rather that of those librarians to whom we are so proud of saying we will hand on the torch, let us strive to give those books better attention than they are now getting as a regular thing."

THE USE OF TEXTBOOKS AND REFERENCES IN LIBRARY SCHOOL TEACHING*

BY MARION HORTON

Principal of the Los Angeles Library School **

MODERN educators agree that textbooks are to be used as tools. Textbooks should be treasure chests of facts which cannot be acquired by the students themselves by direct experiment. An ideal text would give directions which would enable the student to set up his own problem, gather his own data, make his own hypothesis and verify his conclusions for himself. If by some magic, a student could use its aid only after spending some time in thinking for himself, the evils attributed to the misuse of the textbook could be avoided. It is wisely used when it is linked with actual experiences and raises questions which involve interpretation, criticism and application.

For example, a student is puzzled about the entry of the name of Baron de La Motte-Fouqué. Under which part of the name shall it be entered? If he asks the instructor, or merely looks at his text, he will get it correctly this time, but will probably have to ask again or look again the next time. If he thinks, weighs the reasons for entering under the prefix or under the part following the prefix, decides that one or the other is correct, looks at his text to see what has been used there, to verify his hypothesis, it is probable that he will never have to look the point up again. Whether the text coincides with his own guess or not, the thought process will be concluded and a method of procedure in doubtful cases established.

Much of the misuse of the text is caused by wrong ideas of its function. It is not a substitute for thought but a stimulus to it. William B. Munro's account of his experience in a New England college is not much exaggerated. He gave the students a list of books to read and study for themselves. This was an unheard of innovation and very unpopular. A committee of the students waited on him and presented their side of the case. "We don't think you are playing fair, sir; as we understand it you are paid by the college to read these books and tell us what is in them. Instead of that you tell us to go read for ourselves!" Even today with all our progress in project methods, socialized recitations, purposeful activity and intrinsic subject matter, too many students expect the instructors or the text to do all their thinking and learning for them.

Books used in instruction are divided into three classes: monographs, treatises and texts. The monograph is the original record of the thinker, and is nearest to original concrete experience. The treatise is a broader treatment, interpreting source material in the light of wide experience. The textbook is compiled from a number of treatises and aims at brevity and simplicity of treatment. Its content should be determined by precise, objective and scientific studies of social needs and relative values. At its best, written by an expert in education, it summarizes clearly and logically and so is suited to the average student. From the great mass of possible judgments and principles it chooses relevant facts of experience in a lim-

* Based on a paper written for the Institute for Library School Instructors at the University of Chicago, 1927.

** Miss Horton has since been appointed to Columbia University as recorded in our last number—ED. L. J.

ited field. It should stimulate the pupil to think, to test the hypothesis given and to verify statements not given in the text. In any reading—not only of textbooks—it is much easier to accept, to be lulled into a passive enjoyment, than to question and create. Doubt is more difficult than conformity, in learning as in religious belief.

In the library school there is need for all three types of books. The monograph obviously may be used to greater advantage here than in undergraduate instruction. In studying library buildings, for example, the student will learn more from the plans of libraries of a given type than from a neat summary of the principles which should govern the architect in planning the building. As a matter of fact, most library school instruction which avoids the pitfalls of the lecture method is based on the study of fragmentary contributions which have grown out of experience and are scattered thru professional journals.

Library literature is weak in examples of treatises. Few librarians have the ability to generalize, to interpret isolated facts, to write with grace or power. A few notable exceptions will be recalled, but on the whole American librarians do rather than write. This may, of course, be attributed in part to the pressure of daily work. Where there is no time for reflection or research, the inclination to write withers.

The materials available as library school texts are chiefly compilations of rules, lists of books, elementary manuals, all necessary, but far from adequate. The A. L. A. series will provide a group of books based on sound scientific principles and a careful study of library activities, transmitting the most successful solution of problems. We shall still need the broader treatises displaying that wisdom which is the ripest fruit of much reflection.

The library school teacher has never used the common type of textbook teaching, which assigns a chapter or number of pages for study to be reproduced in recitation, partly because no textbooks have been available.

The usual type of library school instruction has been the lecture method with supplementary reading. It is the fashion just now to decry the lecture method as "That mysterious process by which thoughts are transferred from the notebook of the professor to the notebook of the student through the medium of the fountain pen, without passing through the minds of either." However, one must admit that in some cases it has proved marvellously efficient and stimulating. A lecturer of magnetic personality and wide knowledge of books can compel and hold attention, adapt her material to the needs of the class, supply the class with information more special and recent than that in any book. She presents her material logically, elaborates, repeats, summarizes, directs attention to important facts, subordinates the less important. She is sensitive to the individual atmosphere of the class, frames her lectures with regard to the student's previous knowledge of the topic and related facts, their varying abilities and individual needs. She adapts her treatment to the exigencies of the moment without sacrificing fundamental principles. Thru frequent papers written by the students she checks their comprehension and by means of constant constructive correction and much red ink she guides habit formation. By her personal magnetism she arouses admiration and a desire to reach the highest standards she can set. This of course represents the lecture method at its best. It should be added that it has the advantage of economy of time. It is much quicker to tell a person the essential facts than to show him how to find these for himself.

In this method the supplementary references are given precisely to definite pages, wherever the subject under discussion has been best stated. These references may or may not duplicate the material presented in the lecture. Theoretically they should supplement and clarify what must be treated in cursory fashion in the lecture. Actually, too often they repeat the lecture and repeat one another. Great care is necessary in assigning references not only in giving exact citations, but in giving material really valuable. Otherwise the collateral reading is a waste of time.

For example, in teaching the history of libraries a dozen books on the history of the British Museum might be cited. Most of these quote from the original sources, or merely restate without the courtesy of quotation marks. A direction to Panizzi, Edward Edwards, Rawlings and Koch would give the essentials. The lecturer who uses supplementary references will see that they are supplements and not duplicates.

An instructor with a limited acquaintance with books and a less vivid personality could not expect such good results from the lecture method in library school. This lecturer pours facts as if from a pitcher. If the pitcher is inexhaustible, there is some excuse for the process, but in any case, the students are more likely to be receptive than active; they are given conclusions, they are not taught to discover their own problems, to attack and solve them. Thorndike calls the lecture method an attempt to leave an educational fortune as one bequeaths property by will. Mental wealth, however, is different from treasures on earth, and is more valuable if acquired by active exertion.

A second method of using textbooks and references is in the assignment of reading on a given topic for class discussion. Definite assignments are made, either different topics to different students, or different authorities on one topic to several students. If students are held strictly accountable for mastering the content of what they read and expressing it in their own words, the recitation to which all contribute is a good method of learning a content subject. To use the history of libraries as an example again, if each student reports on a different library, or if several read different sources on the history of one library a definite contribution is made to the knowledge of the group. The problem here is clearly defined and some comparison and discrimination of sources is developed. The teaching in some cases would be more effective if the students were asked to find their own material. In other cases the amount of time necessary for this can be used to better advantages in other ways.

A third method of using textbooks and references is the project method in which the textbooks and references are used incidentally as they would be in actual experiences. A large problem is proposed by an individual or grows out of the group experience, or is subtly instigated by the instructor. Its parts are analyzed; sub-topics are chosen by individuals in accordance with special interests or abilities; conferences between students and instructor clarify the issue and suggest the best ways for search. After independent search on each clearly defined topic relevant material is selected and organized independently, and the result of the investigation is presented to the group. The course in the history of libraries may be cited as an example again. In this case the class will see that a knowledge of foreign libraries is necessary for an understanding of the situation in our own country. The students will decide on the libraries to be described and will allot different ones to each individual. The instructor is ready with suggestions of source material if individual effort fails to unearth the facts. The students write synopses for the stencils and present their reports orally to the class.

There are several advantages in this use of text and references as subordinate to the pupil. It throws the student on his own resources with only enough assistance to keep him from wasting time; it compels him to see the problem clearly, to form judgements for himself, to reason, to find his own material, to evaluate it, to summarize it and present it effectively. The method provides for individual differences and arouses greater interest.

The course in the history of libraries has been cited as an example for each method, because it is commonly taught by the lecture method with assigned reading and may be taught more vividly as a project. It is probable, however, that all three methods can be used to advantage in different courses at the same time.

A summary of the advantages of each method (based on Waples) will show their value:

The textbook or reference assignment is useful when the teacher's purpose is merely to indicate material which the class has already learned how to use. The text is of value in drill and also in appreciation when the student should get perspective from rapid preliminary reading which will be studied in detail later. Assignments to text and reference have the merits of definiteness, simplicity, some effort on the part of the instructor and no waste of time on the part of the student.

The topical assignment serves the purpose of directing the student's attention toward essential problems. It is useful in the introduction of new material and as a basis for instruction in how to study.

In the co-operative project lesson the course is organized in terms of useful activities and these activities give scope for individual differences in ability and interest.

Possibly an example of the successful use of each method will be helpful. In book selection where the instructor's background is far richer than that of the student, text and references combined, the lecture with assigned reading is the usual method of presentation. In the study of form headings in the course on subject headings, for example, where the principle is difficult and the source material elusive, the topic method with definite citations is desirable. Projects will give vitality to every course, but as an example I shall describe the course in subject bibliography.

Biography may be taken as an example of the lesson in book selection with definite assignments to supplement the lecture. Before the lecture, the class is assigned the chapter on biography and memoirs by Agnes Repplier in *Counsel upon the Reading of Books* as required reading. For related reading the new material on biography: Ponsonby's study of diaries, Nicolson's historical survey and the Oxford reading list on biography as well as Dunn and Burr are suggested. The lecture, accompanied by a full outline on stencils is a brilliant exposition of the art of biography from its beginning to the latest books hot from the press, giving an exact description of the bibliographies available, a detailed historical outline, an analytic presentation of representative biographies according to type, and an inspirational list of biographies which will appeal to different classes

of readers. The assignment follows: One third of the class are to analyze the bibliographies, one third to examine and report on biographical series, the other to write one hundred word annotations of biographies of recent date.

In the subject heading lesson most of the work is done in class. The instructor states that the books to be cataloged illustrate the principles of form headings. Pupils are referred to definite pages in Cutter's *Rules for a Dictionary Catalog* and Bishop's *Practical Handbook of Library Cataloging*, and told to formulate rules for assignment of form headings. These rules and the cards for books cataloged are due the following day. Each student chooses a book from the table for examination and comment. First such books as *Story of Philosophy* (Durant), *Viewpoints in Travel* (Rathbone), *Essays in Poetry* (Squire) are discussed to bring out the use of form as subhead. Next *Satire in the Victorian Novel* (Russell), *Convention and Revolt in Poetry* (Lowes), are given headings to show form as the main heading in books about the form. This is followed by *Harvest of German Verse* (Münsterberg), *Fir Flower Tablets* (Lowell), to show form heading for collections and *Typhoon* (Melchior), *Shakuntala* (Kalidasa) and Li Po's poems to show form heading for individual works in unusual languages. The possibility and impracticability of form headings for English poems, plays, essays is demonstrated. Three possible substitutes for these forms are elicited from the class. The possibility and questionable value of, and possible substitutes for double headings for bibliographies are discussed. In all this the students draw conclusions from the books in their hands. The instructor summarizes their conclusions on the blackboard. After reading the assigned references in Cutter and Bishop the students are able to formulate their own rules and catalog the books intelligently.

In teaching subject bibliography the usual method is to assign certain books for examination. These are described by the class with such supplementary comments as the instructor finds necessary. Occasional original reading lists are made from the bibliographies. To give unity to the semester's work the instructor decides to try a new plan, to have the class use the bibliographies as sources for the minimum essentials list, being prepared for branches of different sizes. A branch librarian asks one of the students if the class will co-operate in preparing the lists. The student reports this to the group and the initiative seems to come from the class. The scope of the term's work is surveyed by class and instructor together. The class divides itself into two groups, one to analyze the bibliographies and one to make lists for each class of books. These will alternate, one group describing the bibliographies the first week, and making the lists the second. Direction sheets are compiled, students and instructor working together. The lists compiled by individuals are turned over to the branch librarians who are chairmen of committees and the books incorporated or rejected in the final selection. Each week one group in the class discusses the traditional bibliographies on one subject—history, science, technology, etc., and the other group tells which were valuable in making their own lists. The books in their lists are also discussed, altho this is book selection rather than subject bibliography. The result at the end of the term is that the students know the bibliographies likely to be of value to them in their daily life, know how to prepare lists, know the best books on certain subjects, and have contributed to the actual work of the library.

In these lessons, the importance of the teacher's share will be noted. The textbook or reference is never used in a vague aimless assignment. The use of the books and reference must grow out of the need for them and the direction or suggestion to make use of valueful material should be made at the moment the need is perceived. The teacher must be superior to any single book or collection of books. She must know when the psychological moment comes for the reference to the text. She must know all the literature of the field, and must decide on emphasis. Not all topics are equally important and not every class will study them in the same order. The teacher will prepare for the difficulties which will arise, not by doing the student's work for him but by preparing him to think for himself and solve his own problems. What the student thinks or does will depend on his past experience and his present attitude. To learn the lesson before him, he must know its aim, and what he is to look for. To reach a conclusion he must have data. The teacher will link books with the problem before him so that he can think it out for himself. With no assistance, too much time is wasted and the student makes unnecessary errors; with too much assistance the student earns no permanent gain. Unless the problem is brought clearly to consciousness and independent thinking initiated, the student's share may be mere memorizing or undirected random work.

Wisely used, the texts give students the basic facts stimultaneously and economically and provide a means for verifying results worked out by individuals or groups. The best texts have the power of transmitting thoughts and ideals, experiences and solutions of problems. A few such books have been written for library school students, but more are needed.

A CITY SYSTEM OF SCHOOL LIBRARIES

BY VERA M. DIXON

Supervisor of School Libraries, Des Moines (Iowa) Board of Education

THE three principal factors in any system of public education are the teachers, the school plant, and the books. The problems connected with the first two are very old and while they are probably not all solved, a great body of usage has grown up to aid in the solution of the difficulties connected with them. As a result, tho methods of teaching must be modified from time to time as new needs arise, there is in existence a well defined science of teaching which has been developing for centuries and to which many cultures have made a contribution.

Abelard writing complainingly to Heloïse in 1129 A.D. of the deplorable methods of instruction in use in the monasteries might, with a slight change in phrasing, be any modern exponent of the Gary system complaining of the method of teaching in use in the traditional school. "Passing the whole space of my life in the habitation of the monastery, I have given my whole attention to learning and I ever held it sweet either to learn or to write. But now they that are taught in monasteries persist in such folly that content with the sound of letters, they pay no heed to the understanding of them, nor study to instruct the heart, but the tongue. What could be more absurd than to give time to reading and not to take pains to understand. For as an ass before a lyre, so is a reader holding a book and not taking pains to understand. Far more profitably would such readers attend to other things, in which there might be some advantage, than idly either regard the letters of the book, or turn the pages."

While the problems concerned with the second factor in education, the school plant, are not new, yet modern education has brought so many developments that many aspects of the problem are new. The handling of great numbers of immature students is in itself a great responsibility further complicated by the additional responsibility which the community assumes for their social and physical well being, necessitating as it does swimming pools, lunch rooms and club rooms. School architecture is therefore new but in the last half century has drawn so largely from other professions of architecture and engineering that it has accumulated a respectable literature of its own. Consequently, a school system confronted with the responsibility of a school building program must not necessarily solve all its problems alone but can call to its help quite an accumulation of scientific data relating to school buildings.

The third factor involved in public education, books, is the particular question to be considered in this paper and it is the only one of the three from which very little help is to be gained either from any literature of the subject or from current usage. The idea that a community is responsible for supplying books to all the children is such a recent one that there has not been time to develop procedures for carrying out this policy. Russia is the only other country in the world which has such a comprehensive plan for supplying free reading material to all its children and if their procedures for doing this have been refined, which is very doubtful, at least their experiences are not yet available to other people.

In the earlier schools in this country there was no thought of supplying texts to the pupils. The children furnished their books and brought to school whatever books the family happened to have or could borrow. Philadelphia in 1818 was the first city to enact legislation providing for free textbooks but the idea took hold rather slowly and it was not until 1873 that the first state, Massachusetts, passed similar legislation and then the law was only permissive, not obligatory. At first, of course, there was no thought of providing anything more than one book in a subject, but no sooner was this problem of getting a single textbook to a child faced and at least partially solved when new methods of teaching demanded that a child have not one book, but many. Confronted with a problem which was becoming increasingly complex the schools naturally turned for help to the public library which had long been distributing books to the adult members of the community in an efficient and economical manner. The present body of school library science is small and is growing slowly but it is accumulating as a result of the combined experiences of teachers and librarians who each have a contribution to make.

In practice there are three possible ways of administering a city system of school libraries and the success of any one of them seems to depend more on the local conditions than on any virtue inherent in the nature of the plans themselves. The libraries may be financed and administered entirely by the board of education; the public library may conduct a system

of school libraries as a part of its library service to the community or the libraries may be a joint responsibility of the two boards. There are many factors to be taken into account in determining which form of organization is best suited to the situation; the size of the city, the location of the public library, the funds available to each board and the personnel and organization of the two boards. It would seem that in a middle sized city like Des Moines with its population of 150,000 some form of co-operative plan is the most efficient and economical.

Since the problem of book distribution is so important and there is so little information on the subject in print this paper is a rather detailed account of how one middle sized city is meeting the problem of its book distribution.

The school library service in Des Moines is an example of very close co-operation between the board of education and the public library. The activities of the board of education are centered in a supervisor of school libraries and that of the public library in a director of work with children. The salary of the supervisor of school libraries is paid by the board of education, the supervisor has an office in the administration building of the board of education and is a member of the supervisory staff of the public schools. The director of the children's work is employed by the public library and is a member of the library staff.

The work of the libraries may be divided into three general fields: senior high schools, junior high schools, and elementary schools.

The work of the elementary schools (which includes the first six grades) will first be described in detail.

There are in Des Moines fifty-five grade school buildings and in practically all of them the work is departmentalized above the third grade. In a departmental scheme the children do not remain all day in one room under the direction of one teacher who teaches all subjects in the curriculum, but are assigned to different teachers for instruction in the various subjects and go to special rooms for this instruction. All of the departmental geography, science and reading rooms in the new school buildings are equipped with library equipment including shelving, filing cases and bulletin boards. They are provided with permanent collections of reference books, pictures and pamphlets. This supplementary material is furnished by the board of education and is selected by the director of elementary education. These books are informational rather than recreational in character and they form a permanent collection and remain in the room, new titles being added from time to time as funds permit.

The policy of the board of education is not to buy recreational books for the elementary schools but to depend on the public library for supplying these to the children. For this service, the public library maintains a school collection of about forty thousand volumes which is shelved in the school department of the public library. The collection contains practically no text or reference material but is largely recreational and inspirational in character. There are two particular features of the handling of this collection which are worthy of notice. The books are not divided into fixed collections as is the custom in many libraries. By that is meant that there is not a standard classroom library for the 1B grade and another for 2B; the idea being that a book which might be used by one group of children in 1B could be used by another group in 2B and that it is better not to pigeon-hole the book too definitely. The second point wherein the practice in this department differs from that in the majority of school collections is that the number of books in the collection sent to a teacher is not fixed but may vary all the way from thirty to five hundred.

The school collection is shelved at the central library in a large room adjoining the children's room and the parent-teacher room. As was said before, the books are not arranged by grade but are arranged on the shelves by large subjects.

In the fall as soon after school is started as possible the children's librarian from the public library visits each one of the elementary schools and talks with the principal and teachers about their book needs for the semester. A careful record is kept of all the requests made so that they may be used in making up the classroom collections for that school.

When all the requests from the schools are received and consolidated, the children's librarian goes to the shelves of the school collection and makes up a collection for each teacher. These classroom libraries are delivered directly to the individual teacher and are circulated by her to the pupils just as they would be from the library. A record of the number of books circulated is kept by the teacher and is reported to the public library at the end of the semester. The grade school libraries are retained without being changed for one semester. At the end of that time trucks hired by the public library, but paid by the board of education, collect the books, return them to the library and distribute a new collection.

The fact that 150,000 volumes were circulated from the school department in this way during the past year shows that the collection was well used.

Library instruction is given by the public

library to all the children in the city in the 6A class. Each year during the spring semester, the children from each grade school are scheduled for a trip to the main building of the public library, their way being paid by the school board. Upon reaching the library the children are taught something of the use of the library, are taken on a tour of inspection and then given fifteen-minute browsing period to do anything they wish.

The population of Des Moines is scattered over a proportionally greater area than any other city in the United States except one, and this has the unfortunate effect of increasing the per capita cost by increasing the number of school buildings necessary if little children are not to travel long distances. For this reason when the building program was adopted seven years ago, provision was made for eight junior high schools scattered thruout the city and of this number six have now been erected, which are all provided with library rooms.

Like the service in the elementary schools, the service in these schools is provided jointly by the board of education and the public library.

All the history, social science and literature rooms in these schools are equipped with book shelves, bulletin boards and filing cases, and, as in the elementary schools, collections of supplementary and reference books are permanently shelved here. While these classroom collections are expensive to maintain they are almost a necessity in any school having supervised study. The titles for these collections were selected by the supervisor of the libraries and the director of elementary education and they constitute a fixed collection. For example, a teacher having a 9A history class is entitled to a reference collection of fifty books of history and related subjects which are designed to enrich the study of the subject.

In addition to the classroom libraries there is in each school a school library under the charge of a teacher-librarian. These rooms are well-located, being next to the office and the textbook room with communicating doors between so that part of the textbook room may be used for storage space and as a work room.

When the junior high schools were established, a sum of $500 was set aside for the purchase of the initial collection of reference books for the school library and this was spent for a children's encyclopedia and a few standard reference books in each subject, the collection being added to each year by the twenty cents per pupil allotment allowed by the board of education. Altho the initial collections of books were cataloged by trained catalogers employed by the board of education, the work of adding new books and keeping the catalog up to date is done by the teacher-librarians with some help from the library supervisor. These teacher-librarians are literature teachers who have had no library training other than that given them by the library supervisor, but with some supervision they are able to carry on simple library procedures like taking inventory, making additions to the catalog, and cataloging pamphlet material. It would be a surprise to any librarian to see what excellent work can be accomplished by an intelligent and devoted teacher with a little help and instruction from the trained librarians on the staff, provided they have as a basis—as all of ours do have—an understanding of children and a real love of literature.

The funds of the board of education are so limited that they are used only to buy reference books and the public library is depended on to supply all inspirational and recreational books from its school department. The books are selected by the teacher-librarians directly from the shelves of the school department, any number up to five hundred being allowed to go at one time. When these books are received at the school they are shelved in the school library and are circulated from it exactly as the books which are the property of the school are circulated, a record of the circulation being kept and reported to the public library at the end of each semester.

Library instruction is given by the teacher-librarian to the pupils in the literature classes. They are taught how to use the catalog, how to find books on the shelves, the use of simple reference books and are given some very elementary problems. These lessons are given to the classes in 8B English as this is a course which must be taken by all students in school. The course consists of four lectures and was worked out by librarians on our own staff. A few mimeographed copies are available and will be sent to any school librarian who is interested.

There are four senior high schools in Des Moines and there are libraries in each of these schools, ranging from three to six thousand volumes, each in charge of a trained librarian. Two of the schools are very old and the libraries have gone thru the same periods of evolution as have most long-established libraries, from a corner of the study hall to an alcove off the study hall under the care of a teacher and later to the dignity of rooms of their own and full-time librarians.

In the two new schools the libraries were created full fledged by the allotment of sums of money from the building fund. These schools were established after a library supervisor had been appointed by the board of education and she was allowed to plan the work and equip-

ment. As far as possible the Certain standard was followed in making plans for the libraries and they have proved to be very satisfactory.

The work in the senior high schools probably does not differ greatly from that in any other modern high school library except that when a few years ago we were confronted with the problem of supervised study it was necessary for us to do some reorganization to meet this new demand.

Duplicate copies of the most used reference books in history, English, and economics were purchased and are permanently shelved in these classrooms. In addition, duplicates of many of the books in the library, as for example the short story, were purchased and are lent to classrooms for a period of one or two weeks.

Librarians are on the same salary schedule as are the teachers, and the same qualifications are required. They are members of the school faculty, attend faculty meetings and are expected to assume their share of the responsibility in the general school activities as do the teachers.

DENVER SCHOOL AND LIBRARY CO-OPERATION

BY FLORENCE BRIBER

Head of the Schools Division, Denver Public Library

THE Denver Public Library has special juvenile cards for children to use and they are to be used only in the children's room and not in the adult departments generally. However we do not have any departmental barriers which would bar children from getting any material needed for school work or books which the teacher requests them to get. Books most useful for school work are in both juvenile and adult departments if they happen to be adult books.

As for the rights of the adult public, if children were permitted to take any fiction wanted, then we should be depriving the adult public because they would be asking for the popular mystery and western stories. But our main circulation department reports that requests are not so frequent that the adults are deprived of anything for very long. There may be a few popular non-fiction books for which the demand comes from the junior and senior high school students as well as the adult public. It is felt that this is a legitimate demand and the books are such that we are glad to see that the children are reading them.

The reference department finds that since there are libraries in the high schools, the reference work with these is somewhat falling off. They have few requests from elementary schools as these are answered in the juvenile department and the high school students should be starting to use the reference department. The fine arts department states that the material given to the children is mainly pictures on art and not so much book material. The technical department seems to be the one department where the requests might deprive the adult public the most. Children ask for books on building material in their projects on shelter. These are books wanted by the men as well, but the head of the department says that since the interest has been created, it is a good thing to satisfy the interest while the child has it, for later he will be prompted to use this department. It is the best introduction he could have, for later it would be harder to induce him to use the library if he should leave school. Most of the requests in this department however are for material on the relation of chemistry to various subjects (evidently the chemistry essay contest). This material is seldom asked for by the adult, so that the technical department does not feel that the adults suffer.

The school libraries of Denver are directly under the School Board. There are five high schools, nine junior highs and nine platoon schools having their own libraries. The junior high schools and the senior high schools circulate the books in their own libraries but the platoon schools only use the books at school. There has been an agreement between the school officials and Mr. Wyer that the books in the platoon schools should not circulate so that they would not interfere with the work of the Public Library. The school librarians are supposed to encourage the use of the Public Library and most of them do have our application blanks on hand. We also have classroom libraries in some of the platoon schools. These books are circulated and cared for by the teacher-librarian.

With the junior and senior high school libraries, we maintain an interloan arrangement whereby they borrow books from any of our departments and they may even circulate these by giving us the count of circulation. We supply books to the Administration Building Library for the Curriculum Revision Committee.

Our classroom libraries go into all schools more than eight blocks from any other Public Library agency. We have sets in about thirty city schools. Teachers circulate the books sending us the figures at the end of each month.

Class instruction and talks on the use of the library are given in all the elementary schools of the city. In the platoon schools these instruction talks take the form of book talks and inspirational talks as the instruction talks are given by the teacher-librarian. As there is a state law making anyone conducting a group of children anywhere in the city responsible for their safety, it is sometimes difficult to have visits made to the library. Wherever the teacher is willing to take this responsibility, the classes do come for further instruction. Most of the sixth grades of the city do get to make this visit.

Vacation reading talks are given in May to stimulate the summer reading. Certificates are awarded in the schools during Children's Book Week. The schools also co-operate by printing the vacation reading lists prepared by the members of the Public Library staff.

For the past two years or more a committee consisting of Miss Witmer, supervisor of school libraries, Mr. Loomis, director of curriculum, Mr. Malcolm Wyer, librarian of the Public Library, Miss Helen Ingersoll, supervisor of branches, and the Head of the Schools Division of the Public Library have been meeting to arrange for better co-operation.

As the result of suggestions from this committee, maps were made of two branch library districts and red and green dots were used to represent the children under ten and over ten years having library cards. The schools supplied the figures of the children of these ages in one of the districts. Thus a percentage was worked out of those using the Public Library. The other district has not yet been completed.

Two schools were then designated for further research. Both are platoon schools, and so have their own libraries. One has classroom libraries, the principal of the other school preferring that the children come directly to the branch library, tho it is quite far away. Both schools are eligible for this service.

The library cards are stamped with the name of the school in different colored inks to show the age of the child. A record is being kept of the books circulated to the children of these schools in the nearest branches and a graph is to be made showing the results of stimulation in these schools either by the school or by the library.

Methods of stimulation so far have been to place posters of the two branch libraries from which these two schools draw books in the school libraries. Floor maps have been prepared showing the difference in arrangement of books in the school and public libraries. These are to be mimeographed and given to the children for discussion. Book talks, stories, inspirational talks and vacation reading talks are being given in the schools.

We hope to gain some interesting information from this plan. So far it seems to show that the school having the class room libraries uses the branch libraries more than the other. Of course the school is larger and slightly nearer but draws from a larger district so that some of the children have farther to go and they have to cross a main traffic thorofare to reach the branch. We hope that it will show the school the value of classroom libraries.

SCHOOL LIBRARY YEARBOOK NUMBER TWO

THIS second yearbook* compiled by the Education Committee of the American Library Association deals largely with the administration of school libraries. It, therefore, should be of immediate interest to both librarians and school administrators. Upon the former will rest the responsibility of bringing it to the attention of the latter.

Only by setting up goals and seeking to attain them do we progress. The score card for measuring school libraries, the standards for high school libraries of the southern states and the standards and curricula in school librarianship included in Part II of the *Yearbook* are tools which every school librarian can use effectively. Progress should be the more rapid with these standards available.

The articles discussing the supervision of school libraries in several cities and states are valuable contributions in the field of school library development. The work is yet young and the systems somewhat divergent but here are bases upon which other cities may profitably build.

A directory of school librarians who are members of the American Library Association is again a part of the *Yearbook*. The grouping by states is a step in advance of the former alphabetical arrangement. Might not a second grouping by types of libraries be a welcome feature in *School Library Yearbook Number Three?*

The Education Committee is to be congratulated upon compiling this valuable contribution to the literature of the school library field. Librarians should give their whole-hearted support to such an undertaking and so assure its continuation.

ELEANOR M. WITMER, *Supervisor of Libraries, Denver Public Schools*

* *School Library Yearbook Number Two.* Chicago: American Library Association, 1928. 189p. paper. $1.65.

STATE DOCUMENTS IN THE SCHOOLS

BY JOSEPHINE LESEM

Teacher of Civics, Senn High School, Chicago

DOCUMENTS saved my life once, professionally speaking, when in the fall of 1920 I faced the problem of introducing a new course and the publishers were out of the desired text book and the boards of both the library and the schools were in the throes of a discussion that temporarily closed the branch library in our building. Courses in community civics conducted on a problem-project basis are difficult enough to teach even today, but at that time the trails were mostly unblazed and my experience with subject matter and method based largely upon preconceived ideas. Of course, information concerning things civic and social had to be secured from some source or other. But fortunately we live in the age of the newspaper, and the magazine. These called into play did loyal service. However, something more was needed. Documents, Mr. Rex of the Municipal Reference Library, and Mrs. Lyman, then in charge of documents at the Chicago Public Library, helped me to swim ashore.

From the situation just described, I achieved an acquaintance with documents as sources of information for myself and for my pupils. Furthermore, I learned something of young people's reactions to this sort of reference material. Many pupils liked it. Some enjoyed collecting documents quite as much as they did stamps, coins, or post cards, and would bring them in by the armful. But when asked which they had read they would reply "None." A suggestion that they prepare a report based upon the pamphlets, brought no joyous luster to the eye. They had enjoyed collecting, or the distinction of having contributed something that might prove of value to class or teacher. But they had no personal interest in the contents of the documents. Others I discovered who, tho they, too, did not care to read, carried documents about lovingly, because they represented in tangible form that vague thing called government. Here was concrete evidence of it. True, some showed a definite disrespect for literature that could be had for the asking. But there were pupils who worked with documents as with no other material. They felt themselves at the very source of information, in the presence of facts that could not be disputed. Those taking this attitude were sometimes from the high scholarship groups. But often they were pupils who, tho they had not done well at school, had picked up a considerable amount of practical knowledge outside of texts and classrooms. They found in documents an opportunity to enlarge upon this not furnished by Latin conjugations, English grammar, or ancient history. They were, perhaps, of the type which Dr. Morrison calls direct learners.

Partly because of such displays of interest and partly because it is the duty and privilege of every citizen to know how and where to obtain information concerning his government, I have continued to use documents in my classes. Various ways of doing so have been developed. During the current semester, for example, I have required that every pupil read the constitutions of Illinois and of the United States. The *Illinois Blue Book** is listed as one of the references from which the required weekly readings may be selected. Many other documents, mostly reports of city and county administrative departments, have been used by individual pupils for reports and projects. Occasionally a document like that issued by the *Cook County Recorder* to explain the method of recording deeds and titles under the Torrens system was given to a pupil with unusual ability, or with more than an average interest in civics, for special report. But to a large extent the use of documents by pupils has been optional and at times even accidental. One boy has based most of his reading for the semester upon government publications. He has read wholly or in part the Chicago *Municipal Code*, various traffic ordinances, the constitutions of Illinois and of the United States, documentary excerpts from the *Daily News Almanac*, and probably other things of which I do not know. He has a bias for this sort of thing just as another may have for scientific literature, another for fiction, and still another for poetry. In order to give creature comfort to the weak, to direct the strong and to make sure that at least one document has been handled by every member of the class, it has been my custom to base supervised study exercises upon one or more government publications. The difficulty here is that choice must be limited to those that can be had in sufficient supply—forty or more copies being needed. Bulletin boards have also been called into play. Documents find a place on them along with newspaper clippings, maps, charts, and pupil projects. A single copy of a document of general interest can easily be circulated if posted.

*Thruout I emphasize Illinois documents as these have played an important part in my work.

Many things find their way to bulletin boards in the hope that they will attract the attention of those who learn mostly thru the eye or thru picking up information at moments when interest is spontaneous and effort unconscious. Since there is not space in the school room for all documents accumulated, some are stored in pamphlet boxes and drawers in our school library to be drawn as required.

But the experience of one teacher is all too narrow to be of much worth. So my findings have been checked with those of others. From this point on I base my discussion not only upon my own experience, but also upon subject matter gathered from replies to a questionnaire sent to librarians in the fourteen cities of Illinois having a population of thirty thousand or more (Chicago not included); replies to the same questionnaire from high schools in the same cities; interviews with Mrs. Kerns and Miss Whitcomb of the Chicago Public Library and Mrs. Walter C. Lyman, formerly of this same institution; replies to letters sent to various departments of government in Illinois; replies to a questionnaire sent to representative teachers in various departments in the Senn High School, Chicago.

We may assume without much discussion that documents not too technical are useful in the schools. It is not well to insist on which documents shall be selected or how and when they shall be used. Age, interest, intelligence count. So, too, do teacher and home guidance. A pupil properly motivated will go very far in directions that will surprise an adult. Teacher enthusiasm communicates itself to pupils. But frequently it takes a direction very different from that anticipated. A document judged uninteresting or unusable by teacher or librarian may prove unexpectedly absorbing to a pupil.

But how generally are state documents being used? What materials can be supplied to the schools thru them?

To the former of these questions we may reply that some teachers in some departments use documents more extensively than do others in the same or other departments; that even the documents enthusiasts, if such there be, find many obstacles in the way of efficient use; that national, county, and city documents are more widely employed than those of the states. National documents are of higher order; county and city documents, more easily obtained. Many teachers are undoubtedly ignorant of what the state publications have to offer. Others believe them dry reading unsuited to pupil use. Not all librarians are interested in documents, nor are all educated as to their range and possibilities. Teachers are busy and even those who appreciate the wealth of material that gathers dust on the shelves of the documents section of a library do not always have the time for ferreting it out. Excepting in Chicago, there seems to be no public library in Illinois cities of over thirty thousand that carries a systematically worked out file of the state documents. It would be interesting to know what the situation is in other states. Some librarians replying to the questionnaires sent to Illinois cities of over thirty thousand report that the few documents on file are used chiefly by business men. Several write that very little call is made for them by either teachers or pupils. Also the files in high school libraries in these same cities seem to be very meager.

Other results of the questionnaire were these: The *Blue Book* is the most popular of Illinois documents with librarians, teachers, and pupils. Community civics teachers seem to be the most diligent users of documents. Springfield and Peoria report that state documents are included in the reference lists in the community civics outlines of the junior high schools in those cities. Of course, it is quite evident that no subject teacher would find so rich a treasure in documents as would the teacher of civics. During the period of transition in the teaching of civics and other social studies, he has been driven to the use of documents by the scarcity of reference material on local situations, the inadequacy of texts in community civics, the rapidity with which facts in this subject that deals so intimately with our changing world become obsolete. He needs a supply of material that can be had free and hence in larger quantity, and that is regularly and promptly revised without expense to pupils or school boards. He recognizes, too, that the growing citizen has the right and the duty of knowing what the publications of his state are and to what extent they make it easy to keep in touch with government and to judge its efficiency. Pupils say: "We like to use documents, because we know we are getting at the real facts." "They give more details." "We learn more from them than from texts." Our teacher of senior civics at Senn reports that she uses the *Blue Book*, the session laws and sometimes departments reports, but in general, publications other than the *Blue Book* get little attention. In Chicago, at least, it is undoubtedly true that both teachers of senior and community civics use city, county, and national documents more extensively than those of the state.

Some demand for state documents comes from science, history, and geography teachers who are taking extension courses, librarians report. But there is evidence that teachers who use documents do not depend upon libraries for their supply. Many write for personal copies of such documents as are listed in the replies to the questionnaire, and include these and others

collected by themselves and their pupils in files in their room libraries. Teachers of home economics at the Senn High School report themselves on the mailing lists of both national and state departments publishing in their field. They use these publications as reference material for themselves and for their pupils. The sewing teachers express a wish that more material suited to their needs be made available. Many teachers know little or nothing of documents. A teacher of United States history reported using three in her classes. Examination proved them to be pamphlets relating to the League of Nations and not documents at all. Said a teacher of commercial geography, "I do not use documents in my work. I prefer outside reports on industries and countries."

Is it not a pity that our complex, busy civilization prevents librarians and teachers from coming into a better acquaintance with one another—the teacher with the materials and willing service the librarian has to offer; the librarian with the point of view of the teacher, the problems upon which she needs help and the connection in which she wishes to use the information her pupils are seeking?

References to documents are sometimes contained in text books, particularly those in science, civics and commercial geography. But I am told that often these references are not correctly described and that pupils often make the journey to the library for materials that are old or listed in such a way that they cannot be located. The extent to which documents are listed in texts varies. Mr. Hill's newly published *Community Civics* contains no references of this type. Levis' *Citizenship* has very good lists, but on the whole documentary references included in school text books refer to national rather than state publications. Of course texts are published for use in more than one city or section. Reference lists of local interest or importance must be specially worked out to meet local situations.

Documents can be used in the schools by teachers and educators for reference and research work, and by the pupils provided the documents are suited to age and experience of those using them, provided they are accurate and reasonably interesting and can be had in sufficient quantity, and provided the teachers or librarians are capable of giving intelligent direction in the use of the more technical publications.

Librarians and teachers who responded to the questionnaires upon which this paper is in part based, generally agree that a more extensive use of state documents is desirable.

One librarian questions: "Why should each state publish documents? Why not the United States for all?"

But even the librarians in full sympathy with a wider use of state documents, complain of a number of obstacles in the way of maintaining adequate files of them. Let me quote from the librarians themselves.

Said one high school librarian with whom I talked personally, "I should keep more documents, if I had more room on my shelves." Said another, "Material of that sort is so hard to keep track of." And even the professional documents librarian has her tale of woe: "I find it so difficult to keep my files up to date. Illinois issues no list of her publications, as Wisconsin does. I am dependent upon the *States Check List* and that is slow. I often write for documents and get no reply at all, or the wrong things are sent. I write for many copies and get one."

A number of high school librarians report lack of space, and faint hearts in the presence of the voluminous material to be digested before it can be classified as to function.

Quotations from the questionnaires sent out follow:

"There is a wealth of material in state documents concerning which teachers—both high school and grade—are uninformed."

"We have more calls for the reports from business men than from either students or teachers."

"We receive only a few of the many state documents published, and get very little use out of them."

"Our demand for state documents does not warrant our keeping them."

"I cannot say that there is any constant or organized use of state documents, but many references are incorporated in the lesson outlines."

"Most high school libraries would find difficulty in housing many documents. The civics teacher here keeps her own file of various pamphlets issued by the state. About twenty copies of *Forest Trees of Illinois* are in the library for the use of botany classes; some university bulletins are received by the science teachers but no extensive use is made of them, except by the teachers themselves. An incomplete file of natural history pamphlets is used occasionally by the zoology teachers."

"There is no file of documents in the school library, largely because there has been no call for them; that is, if teachers had suggested their need we would have them."

"My experience with high school students with regard to using material of this sort leads me to believe that they need training before they can use it effectively, and even then assignments need to be very definite."

"I wonder if all high school teachers who might use these documents know how to use them."

Personally, I am grateful to our state and other officials for the splendid way in which they have co-operated in the matter of furnishing me with publications. But many of the same factors that make the wider use of documents difficult in the library, cause equal or greater obstacles to their use in the class room. What percentage of a school of four thousand can be brought into intimate relations with one copy of the *Blue Book?* And even if half a dozen civics teachers write for personal desk copies how far would it be possible to hold from two to four hundred pupils responsible for assignments based upon it? If every teacher in the state were to write as I did recently for forty copies of the state constitution, what would be the effect upon the next tax levy? What right have the schools to expect the various governments to furnish their libraries and class rooms text and reference materials? What is the obligation of government in this matter? Perhaps we need a complete reorganization of the high school library, its theory of aims and methods of procedure. There are signs that such reorganization is being experimented with, particularly in the junior high schools. Perhaps, too, the distributors of state documents might check the results of their present methods of distribution, which seem to be generous but not altogether wise. When one considers how short lived is much of the very valuable documentary material published, one cannot but wonder whether the state and other governments as well ought not enter into a very close alliance with librarians and teachers in this matter of disseminating and keeping alive in the hearts of our American people the very valuable historical, scientific, social, economic, and civic information included in their publications. I do not mean that there should be a multiplication of the documents published for the schools. This might not prove an unmixed good. But worthy documents, when published, should find their way into situations which insure their being used as widely as possible.

ANNIVERSARIES AND HOLIDAYS*

PERENNIAL and heavy reference demands upon libraries and schools group themselves around great days, great doers and great deeds. This book attaches to the names and dates of all civil and church holidays and to the birthdays of about nine hundred notable persons, enough carefully chosen references to history, biography, poems, plays, addresses, pictures and program suggestions to enable librarians readily to give press or bulletin publicity to these anniversaries and to aid teachers and clubs in marking them with the most appropriate observance and the best material.

It will serve both as a calendar and cyclopedia of important dates with biography and history strongly stressed and as a dictionary of outstanding biography chiefly since the time of Dante. Indeed the little bundle of biographical items accompanying every name is perhaps the most useful single feature.

Two main parts comprise 238 of the book's 288 pages. First, of course, the fundamental Calendar, 184 pages, presented with every essential or convenient aid to easy and effective use, such as running dates, contrasting types, consistent indentions, and comment both abundant and judicious at every turn. The second part is an annotated list of 300 titles of books and articles on holidays and about the persons whose birthdays are listed in part 1, from which reference is made by serial number. That all-too-rare and laborious appendage, a thoroly good index, points the way to every part of the book. The book is prepared by a librarian primarily for librarians but it will be equally useful to teachers, clubs, Bible schools, the offices of editors and literary workers and in homes where there is room for both children and books.

Of course no two scholars would have chosen the same nine hundred names as the world's greatest since Dante and in this respect the present volume has something of the provocativeness of an anthology. If one is surprised not to find William Vaughn Moody among the American authors, the disappointment is almost lost in gratitude for the restraint which lists only Frost and Robinson of living American poets. If some of the famous days and events seem minor or of temporary moment we can but reflect that in close cases it is better to include than to omit items which clearly are pertiment to the book's purpose. The classified index which groups the immortals by calling, occupation, etc., will stand up stoutly under any scrutiny which is mindful of the list's essential limitations of space.

The book is neatly and effectively printed and bears strong testimony to careful editing and proof reading, a consummation specially creditable when the immense amount of bibliographic detail is noted. The subject matter, too, evidences an amazing care, research and good judgment. The book is assuredly a painstaking and substantial bibliographic achievement — a thoroly creditable memorial of more than twenty years of unflagging interest and effort during the scanty leisure of a busy life.

J. I. WYER, *Librarian, New York State Library.*

* Hazeltine, Mary Emogene. *Anniversaries and Holidays;* a calendar of days and how to observe them. Chicago: American Library Association, 1928. 288p. $6.

LIBRARY LEGISLATION IN 1927

By WILLIAM F. YUST

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In the library legislation of the year California leads with the largest number of laws while the chief subject in many states is county libraries.

ESTABLISHMENT

A California law outlines the conditions under which persons not less than three nor more than fifteen who desire to establish a library may be incorporated; it covers articles of incorporation, gifts, officers, powers, duties and by-laws.

Michigan passed a general education law consolidating many previous acts relating to schools and libraries. Of many provisions, those are regarded of most importance (*Michigan Library Bulletin*. 18:256-57) which relate to public libraries in school districts of the third class, namely cities of 10,000 to 125,000 population, where the board of education is empowered to appoint a separate board of library commissioners to have control of the public library.

The general school law has a special chapter which gives full details regarding the establishment, control, support and operation of libraries in townships and school districts of less than 10,000 population.

Upon petition of 25 per cent of the voters in adjoining townships having libraries the question of consolidating the libraries shall be submitted to voters. Township boards shall then take necessary action, jointly designate site, apportion cost and control the library. The library may then be formed into a free public library as provided by statute.

New Hampshire provides for disestablishment. When a public library in a town shall cease to function, books and other property given by the state or purchased with state funds shall be returned to the public library commission, who shall dispose of such property according to their best judgment.

A Pennsylvania amendment elaborates that provision of the law which relates to municipal aid to a free library already established; authorities may submit question of support to electors at any election; must on petition of three per cent of voters; must be two municipal representatives on board of control; method of levying and collecting tax is specified; elections held and taxes levied are validated.

POWERS OF TRUSTEES

An Indiana act empowers library boards to purchase lands or buildings, construct and equip them, create a sinking fund and issue and pay bonds. "It extends the powers of the library boards in a direction long needed and should make possible the purchase of sites and construction of library buildings."

In Missouri cities of the first class the mayor and council have had control over all municipal buildings except public libraries. That exception is now removed. Library directors are given control over funds for equipping library buildings. Such cities may condemn land for library building sites and provide payment out of general revenues or by public improvement bonds. Public libraries may be erected upon land acquired for park purposes.

BOND ISSUE

Maryland authorized the city of Baltimore to issue $3,000,000 worth of bonds for a site and public library building, the question to be submitted to the voters. The act ends with the words "this act is hereby declared to be an emergency law necessary for the immediate preservation of the public health or safety." Altho this is a stereotyped legal form, it seems to have significance in view of the fact that the act became a law April 1 and the bond issue was approved by the voters May 3, 1927.

TRUST FUNDS

In Connecticut library associations like other associations organized for mutual or public benefit and not for profit may receive and hold funds in any amount derived from gifts, provided their use is limited to the purpose for which the association is organized.

In New Hampshire public library trust funds shall be in custody of town trustees of trust funds. Income from such funds shall be paid to library trustees within one month after each installment of income is received and used in accordance with conditions of bequest.

TAX LEVY

In California in each city, or city and county, comprising a single district (San Francisco) not less than forty cents nor more than one dollar for each pupil of average daily attendance in the elementary schools shall be annually apportioned as a library fund.

In Illinois a bill permitting a library tax of 2.5 mills instead of 1.8, as now, was passed without a dissenting vote by both houses of the legislature but was vetoed by the governor because "no reason has been called to my atten-

tion why an increased levy of this magnitude should be granted." And yet it is said "no bill has ever gone thru the legislature with such a full understanding by our lawmakers of its provisions." It was sponsored by the Illinois Library Association and "actively supported by the librarians and trustees of more than thirty libraries," especially those near Chicago, where "The population has far outdistanced the assessed valuation." The tax was to be in addition to all other taxes and not subject to reduction. The bill also provided for library service by contract and for co-operation among boards in towns, villages and townships for the maintenance of a common library (*Illinois Libraries* 9: 7-9, 25-26; *Libraries* 32:126, 230-31, 517-48; LIBRARY JOURNAL 53: 106).

In Indiana "A new budget bill requires that all budget items as given in tax notices shall be strictly adhered to or the opportunity for taxpayers to protest must be given before making any changes" (LIBRARY JOURNAL 53:38).

In Kansas officials in cities of 11,000 to 15,000 population having a public library and an assessed valuation of not over $3,500,000 upon petition of 51 per cent of voters may levy annual tax of not over two mills for the purpose of creating a fund of $10,000 for erecting a public library building.

In cities of 40,000 to 120,000 annual tax for free public library shall be not less than one half of one mill on the dollar (formerly one fourth mill). In cities of 40,000 or less, not less than one mill (formerly one half mill). "This legislation will allow a number of libraries to double their income" (LIBRARY JOURNAL 52:486-88).

The two public libraries of Buffalo, New York, will profit by a law which increases the library tax levy. Formerly the council was authorized to levy not less than three nor more than five one hundredths of one per cent. The new law authorizes not less than five one hundredths of one per cent. Thus the former maximum becomes the new minimum, with no maximum stated. The city has for many years been appropriating about four one hundredths of one per cent. For the past fiscal year the libraries received from the city $400,000. For the year beginning July 1928 they will receive $515,000. Of this amount according to the law the Buffalo Public Library receives four fifths and the Grosvenor Library one fifth. In this respect the law remains unchanged, namely the proportion of the tax levy which each library receives. This provision dates back to 1897, when the library of the Young Men's Association became the Buffalo Public Library, designated as a circulating library, while the Grosvenor Library chartered in 1859 continued as a purely reference library. Its charter prohibits the removal of its books from the rooms.

A suggestive commentary on the Buffalo situation is that "Although the city council said they sympathized with the libraries they did not dare increase the amount to what the libraries needed. They were willing however to accept the change in the state law," which now makes it obligatory upon them to do what they could formerly have done voluntarily but for which they did not have the necessary courage and fortitude.

Oklahoma passed what is termed a piece of freak legislation aiming to increase the library tax levy and to prevent the use of such fund for other than library purposes. However it is drawn in such form that it "defeats its ostensible purpose and must be amended by the next legislature."

COUNTY LIBRARIES

Most of the acts under this head are amendments. Complete laws are noted for Arkansas and North Carolina and failures in Georgia, Oklahoma and Pennsylvania.

Arkansas. A county library may be established at the county seat by county court separately or in co-operation with other counties. To be controlled by county library board of six members appointed by county court for term of three years. Board to have full charge of library system and elect county librarian, who must have state certificate of qualifications granted by state library board. Said board to consist of librarian of the free library service bureau, president of state teachers college and president of the state library association. County library assistants to be appointed on recommendation of county librarian.

County board may contract with municipalities having library facilities approved by state library board whereby free county service may be rendered thruout county. Any municipality may make its library facilities part of county system by appropriate action. Two or more adjacent counties may enter into agreement for joint library service.

California. Territory served by a county library when annexed by a municipality not served by such county library shall continue to receive library service until end of fiscal year for which library tax has been levied on annexed territory.

A high school may contract with a county library for county library service.

Salaries of county librarians were increased as follows: Contra Costa County, $2,100 to $2,700; Inyo, $1,500 to $1,800; Kern, $2,100 to $3,000; Orange, $1,800 to $2,100; Plumas, $1,800 to $2,100.

Georgia. The most needed library legislation in the state was embodied in a county library bill. "This bill passed the senate with only one dissenting vote, but when it got to the house it was caught in the jam of the last few days of the session, and when it came up for passage one night about eleven o'clock there was not a quorum present to vote . . . There was no organized opposition against it."

Illinois. Each county which has established a county library shall levy annual tax of not exceeding two thirds of one mill on the dollar (formerly one and one third mills).

Indiana. Term of appointment of county library board members is increased from two years to three years. "With a board of nine members there has been confusion in having the term of six members expire at one time in alternate years."

Maryland. Commissioners of Talbot County are authorized to contract with the Talbot County Free Library to contribute annually in perpetuity for library services rendered and to levy annual tax to meet the obligations thus incurred.

Commissioners of Washington County are authorized "in their discretion, not mandatorily" to levy and collect a tax in 1927 for completing repairs of the building in Hagerstown occupied by the Washington County Free Library.

Nevada. Amended the act of 1925, which authorizes county commissioners to set apart $1500 to establish and maintain a free public library in the county seat of each county in the state. "Each year thereafter said boards of county commissioners may set apart an amount not to exceed a like sum for said purpose."

The word "may" is now changed to "shall set apart an amount sufficient to adequately maintain the same but not exceeding the amount originally set apart." Where the total assessable property valuation decreases to the extent of 15 per cent or more, the appropriation may be discontinued in the discretion of the commissioners.

North Carolina. Passed a law entitled "An act to permit county libraries to be established by the county commissioners." It took the general public library law and merely added the words "or county" in fifteen places after the words "city or town" wherever necessary in order to make the various provisions apply to counties as well as to cities and towns. The complete library law in its amended form is not published in the acts of the year.

Oklahoma. The county library bill failed because "it was too long and had too many provisions. Will make it simpler next time."

Oregon. A free public library in an incorporated city exempt from county library tax may become a contracting library for service to adjoining and tributary school district, which may by majority vote at annual school meeting decide to withdraw from county system and contract with another library. Amount collected for county library from such district shall then be paid annually to such contracting library, provided the contract guarantees the library service required by law.

While this law is general in its application it was drawn to meet a special condition. "The county library which is affected feels that it is very detrimental." But the state library authorities "feel that it will not ruin library service because if the county library is really serviceable and really reaches the people, they will not care to withdraw and if it is not serviceable and does not reach them, they should not be forced to support it."

Pennsylvania. A bill which failed began with a two-year appropriation of $300,000 called the "County library state aid fund," to be disbursed among counties having certified county libraries upon recommendation of a state board of county library certification. It specifies conditions under which counties shall be eligible for state aid and creates a certification board and defines their powers and duties.

This bill is given in full in the LIBRARY JOURNAL 52: 215-16. It is the result of a study by Miss Sabra L. Nason. Her plan is to formulate a law which with slight changes may be adapted to any state.

Wisconsin has added to her county traveling library law: The library board of a county traveling library located in a county containing a city of the second class may, at the option of the county board, consist of the county superintendent of schools, *ex officio*, and three members of the county board appointed by the chairman on or before the first day of May each year. The amount which may be annually appropriated for such library is increased from $700 to $1,000.

COUNTY LAW LIBRARIES

Alabama. In each civil case filed in or brought to the circuit court of counties with a population of 200,000 or more a tax of one dollar shall be paid for maintaining a law library for such court.

California. The board of law library trustees may establish and maintain a branch of the county law library in any city other than the county seat where a session of the superior court or of the municipal court is held, which branch shall be in all respects a part of the county law library.

Another law changes the date when the trus-

tees shall submit annual report from first Monday in December to July 15 for year ending June 30.

Kansas has amplified the law which provides for establishing and maintaining a county law library with annual registration fees of attorneys. Composition of board of trustees is specified and their powers and duties prescribed. The provision is repealed which permitted judges to pay such fund to a private library where there is no county library. The fund is to be further enlarged thru a one dollar library tax on all civil and criminal cases as well as appeals.

Nevada. Where a debt incurred in the purchase and establishment of a county law library has not been reduced in the five year period next preceding, county commissioners may levy special tax sufficient to discharge such indebtedness.

Wisconsin. In a county of 250,000 (Milwaukee only) the county librarian and assistants shall be appointed "as the county board shall determine" (formerly "by the joint action of a majority at least of the judges of the circuit court").

STATE LAW LIBRARIES

Idaho has three state law libraries. Heretofore each library has received the fees paid in its own district. An amendment combines all the receipts from fees into one fund to be disbursed for the benefit of all the libraries according to the judgment of the justices of the supreme court.

Special acts were passed fixing the salary of the supreme court librarian in Ohio at $3000, of the state law librarian in Washington at $1800.

STATE LIBRARIES

California created the division of libraries in the state department of education; to be in charge of a chief who shall be a technically trained librarian who shall be known as the state librarian; to be appointed by governor and hold office at his pleasure; salary $5000; to administer library in accordance with law and such regulations as may be adopted by the state board of education, which shall determine all policies for the conduct of the library. The department of education succeeds to all the duties, powers, purpose and responsibilities and jurisdiction of the board of trustees of the state library which in 1921 were transferred to the department of finance, division of libraries.

Another California act repeals the provision for a separate state library fund and appropriates the unencumbered balance in the state library fund to pay for moving the state library to new quarters and repairing or remodeling the new or old library quarters.

In Indiana according to Director Louis J. Bailey "The bill for a new state library building appropriating $1,000,000 was lost probably because the legislature appropriated this year the largest sum ever made and hesitated to add more in the face of the demands of the farmers that taxes be decreased. The state association has decided to conduct a three year educational campaign in favor of a new and improved bill to be introduced in the 1931 session of the legislature." (*Library Occurrent.* 8:12-15 and 163.)

In Ohio any department having charge of documents, books, manuscripts, records or papers may on approval of the governor arrange for the transfer of such books, etc., to the state archaeological and historical society. This law is part of the governor's plan for the dispersion of the state library (LIBRARY JOURNAL. 52: 656, 710, 824) following his veto of the entire state library appropriation.

Rhode Island reduced the specific sum annually to be expended by the state librarian for the support, expenses and clerical service of the state library from $4500 to $2880. But it added "There shall also be annually appropriated for the general expenses and the purchase of supplies and books . . . such sums as the general assembly shall deem necessary."

STATE LIBRARY COMMISSIONS

Iowa modified the commission law in regard to appropriations, assistants and salaries to conform with existing practice as established by the budget director and appropriations committee of the legislature.

A New Hampshire amendment provides for an assistant secretary in the commission.

In North Dakota the state library commission law has contained a proviso "that if this legislative assembly enacts a law creating a board of regents to control all state educational institutions, then this commission shall be abolished and such board of regents shall assume and take over all the duties of the commission." The board of regents was created in 1915 but the commission has continued to function, altho there have been several changes in the governing body.

Now a new law provides that the state board of administration shall constitute the state library commission and be vested with its powers and duties; shall appoint an executive officer to be known as secretary and director and to receive such salary as the general appropriation bill shall provide; director to have control of work and be director of library extension. The board of administration consists of

the superintendent of public instruction, commissioner of agriculture and labor and three others appointed by the governor; to have general supervision and administration of all state penal, charitable and educational institutions and general supervision of the public schools of the state.

The final paragraph reads: "Whereas it is questionable whether the designation 'state library commission' has not been abrogated by the act creating the board of regents and whereas the term 'state library commission' has not been abrogated by the act creating the board of regents and where the term 'state library commission' has been in constant use since July 1, 1915 and is well known among people of the state having occasion to transact business with the state library and its administrative board and it is desirable that this designation should continue in use, therefore an emergency is declared to exist and this act shall be in force from its passage."

CERTIFICATION

In Indiana "The bill providing for the certification of librarians, which was approved by the Indiana Library Association, was defeated in the senate by a vote of twenty-one to sixteen. The objections to the bill were due mainly to a reaction against new boards and centralizing tendencies of modern government and to the fear that the smaller communities would have to pay higher salaries for librarians, if the standards were raised." A new certification committee will be appointed by the Indiana Library Association to prepare a new and improved bill for the next session of the legislature. (*Library Occurrent*. 8:12-15.)

Ohio has since 1921 had a law requiring county librarians to have a certificate of qualifications from the state board of library examiners. That board consists of the librarians of two public libraries of largest circulation in the state, the state librarian and two librarians representing rural library work and chosen by the state library board. This year a bill which failed proposed to extend the provisions of that law to librarians and assistants of any library supported in whole or in part by taxation. (LIBRARY JOURNAL. 52: 154.)

RETIREMENT

In Illinois, cities of over 100,000 (Chicago only) the maximum amount that may be received under employees pension fund is fixed at $1800 a year (formerly $900); amount paid shall not be increased after contributor has become an annuitant.

A contributor who has been employed twenty years may at age of fifty become an annuitant and receive a monthly pension of $50; for every year over twenty years of service $5 (formerly $2.50) monthly may be added up to a maximum of $150 per month (formerly $75); no pension shall exceed sixty per cent of the maximum annual salary received during term of service. Upon resignation or dismissal from service contributor may receive total amount paid into fund plus interest at four per cent.

In Michigan the legislative body in cities of 250,000 population (Detroit only) is authorized to establish a system of retiring allowances for library employees upon application of the library board; based on the principle that there shall be accumulated a reserve fund to provide the agreed annuity at the time of retirement.

The library board shall apply to the local legislation body for its approval and adoption of a plan providing: (a) classes of employees to be included; (b) amount of allowance, age, years of service necessary and conditions; (c) body of five retiring fund trustees, two elected by staff, two appointed by local legislative body, one the president of the library board, who shall have full charge; (d) certificate that the system is actuarily sound.

When a system has been agreed upon by local legislative body and library board and adopted, a sum shall be raised each year by taxation which will provide an adequate reserve fund. The fund as well as annuities shall be free from state and local taxes. This is the first step in the state toward providing retiring allowances for librarians (*Michigan Library Bulletin*. 18:257).

Ohio gave permission to the governing board of a public library having not less than seventy-five full time employees to establish a retirement system and thru public tax to pay its portion of the fund to be established. Each employee shall pay not less than four per cent of his salary. If a group insurance plan is installed, not less than fifty per cent of the cost shall be borne by employees. This bill became a law without the signature of the governor.

New York City has a retirement system, which now applies to practically all city employees except librarians of the New York Public Library, the Brooklyn Public Library and the Queens Borough Public Library. A bill introduced in both branches of the Legislature, proposed to include the librarians of these three libraries in the city retirement system, that is, those whose salaries are paid from city funds. About 1100 employees in the three library systems were personally concerned in its outcome. Thru their organizations they made a strong appeal for the passage of the bill. A four

page printed circular issued by them is a clear statement of their case, including reasons for their appeal, the justice of their cause and the advantages that would accrue to the service as well as to them. Altho the bill was only permissive in character, it failed.

The predicament with regard to library pensions in New York City is an illustration of the way in which legal technicalities may prevent the doing of what under state and city laws is obviously fair and just to the largest group of public librarians in the world. There are in existence two retirement systems, either of which might include them. The state retirement system, established in 1920, has been adopted by thirty-five cities, thirty-six counties, fourteen towns and twelve villages in the state. New York City will not enter this system because it has its own system for teachers and for employees of practically all other city departments except the libraries. The corporation counsel has decided that librarians are not eligible under the city charter to membership in the city system.

Four years ago a bill passed both branches of the legislature definitely entitling librarians to membership. As the bill amended the city charter, it had to be approved by the mayor. He disapproved it because according to his statement librarians are not employees of the city but a board of trustees who have power to employ and fix salaries without regard to municipal civil service rules.

INJURY TO BOOKS

An amendment to the New York penal law provides that wilful or malicious injury to books or other property in libraries and museums may be punished by imprisonment for not over a year or by a fine of not over one hundred dollars or by both such fine and imprisonment (formerly imprisonment in a state prison not over three years or in a county jail not over one year or by a fine of five hundred dollars). The substance of this section is repeated in the education law, which has also been changed to conform with the penal law.

WILFUL DETENTION OF BOOKS

A New York bill which was "lost in the legislation jam" added two sections to the education law, which provides that anyone who wilfully detains a library book or other public property thirty days after notice to return the same has been given shall be punished by a fine of one to twenty-five dollars or by imprisonment not to exceed six months. Difficulties which libraries experience in obtaining convictions under this law led to the introduction of a new section.

This new section provides that anyone who has failed to return a book may be required to make affidavit giving the reason why it has not been returned; if lost, the circumstances connected therewith; if borrowed in said person's name without said person's knowledge or consent, the circumstances by which the borrower obtained possession of said person's credentials; if the required facts are unknown, the affiant shall deny knowledge of said facts. The accredited officer of any public library or other institution may administer the necessary oath. Failure to file the affidavit is punishable by a fine of not less than five dollars nor more than twice the value of the unreturned property or by imprisonment for ten days or both.

This new section is not intended "to penalize or punish the detention of books but it is a provision whereby people shall be punished who refuse, as they so often do, to make an adequate explanation as to why books are not returned." The procedure outlined will probably have the desired effect in most cases of securing the return of the books. The bill will be introduced again earlier in the session next year, when it is expected to pass without opposition.

OBSCENE MATTER

The New York penal law in relation to mailing and carrying obscene prints and articles was amended to permit transportation of such matter for the purpose of its destruction.

Another proposed amendment to the New York penal law was the four year old "Clean Books Bill," introduced in 1923 and every year since then. It was again smothered in committee. Meanwhile publishers and vendors of dirty books, magazines and newspapers go merrily on distributing their wares. Now and then there is a vain protest in behalf of decency on the part of such organizations as the Federation of Womens Clubs, as in Rochester, and by a committee in Syracuse. In April the grand jury of Cattaraugus County included in its report that "It is a duty which the district attorney and other county officials owe to the public to prosecute those who violate the statute," section 1141 of the penal law. The district attorney admitted that many of the magazines condemned "are so gross and vulgar as to warrant the condemnation of all those who believe that the public, especially those of immature years, should be protected from lustful and degrading influences." In New York City there has been a protest against the corrupting of public morals thru obscene plays.

COURT DECISION IN THE ST. LOUIS LIBRARY TAX LEVY SUIT

The city of St. Louis, in accordance with the Missouri library law of 1893, has since that

year levied and collected a tax for the maintenance of the public library. The amount, fixed by vote of the people as provided in the law, was raised from one-fifth of a mill on the dollar to the maximum of two-fifths in 1901 to meet the requirements of a Carnegie gift. In certifying this action, the Mayor assured Mr. Carnegie that it was "not subject to repeal by the municipal assembly." The law has a proviso that such tax shall cease in case the voters of the city shall so determine by majority vote at any annual election.

In 1921 at a special session of the legislature the law was amended by adding a further proviso that in case the valuation of the taxable property within the city should increase, then the council may reduce the levy to an amount which in its judgment is sufficient, but in no case shall the tax for any one year exceed that of the previous year by more than ten per cent.

In 1927 the city authorities announced their belief that the revenues of the city were insufficient to meet its needs. Relying on an opinion of the city councillor that the state library law was unconstitutional and on the act of 1921 they passed an ordinance providing for taxation up to the constitutional limit, but making no provision for the library fund or any mention of it.

The library board thereupon applied to the state supreme court for a writ of mandamus to compel the city to provide for the library's support in accordance with the state law. This application, after the usual legal battle, was granted on January 18, 1928. In its decision the court affirms the constitutionality of the library law and pronounces the act of 1921 void because it was passed at a special session of the legislature called for another purpose.

The court in speaking of "the recalcitrant city authorities," said, "they deliberately ignored and violated the mandatory statute which had been adopted by the city." They "are attempting to avoid a legal levy by absorbing its funds for other purposes."

"After the matter was submitted to a vote and adopted by the people, the law became fixed and the duty to levy the tax was imperative upon the city authorities. The act of making the levy is a ministerial duty imposed by the law. In fact, a law of that kind is an appropriation."

"Here is a legislative act, imperative in its terms, put in force by the people of the city, which shall remain in force until repealed or modified by the same authority which put it in force, as provided in the act itself. If it had been desired to reduce the rate or abolish it altogether, the remedy was simply to submit the matter to a vote and let the people who adopted it amend or abolish it. But the city officials, the servants of those people, so far as the city of St. Louis is concerned, were not willing to modify or repeal the act in the manner pointed out by the law. They have not, in any regular, authorized legal way sought to obtain relief from what they claim to be a burden, but, in utter defiance of regularity and a prescribed method, they announce their fixed intention to disobey the specific administrative duty commanded of them by the act."

The city authorities presented a long and labored array of objections (*Southwestern Reporter* March 28, 1928, 2 (2d): 713-28; LIBRARY JOURNAL, 53:226-28) which were urged against the library law "with persistence and force." Some of them, in the language of the court "make war upon each other." The court however considered each of them in all its rambling ramifications, found them all invalid and issued a peremptory writ commanding the city officials to treat four cents on the $100 valuation, collected and to be collected, under the levy as made, as for the support of the free public library. That order re-affirmed a writ issued in July 1927, which ends with the words "Herein fail not at your peril."

The decision also strongly affirms the authority of the state to regulate the support of public libraries on the ground that they are educational institutions.

WASHINGTON'S INFORMATIONAL RESOURCES

THE District of Columbia Library Association's *Handbook of Washington's Informational Resources*, compiled by Dorsey W. Hyde, Jr., secretary of the Washington Chamber of Commerce, and Miles O. Price, librarian of the U. S. Patent Office, is now being distributed.

Frederick W. Ashley, chief asistant librarian of the Library of Congress, in a prefatory note, traces the history of District library surveys from the earliest in 1897 down to Dr. Meyer's excellent *Handbook* published in 1914. The present handbook endeavors to describe more in detail the specialized files and indexes maintained by District libraries.

The survey covers over two hundred Washington libraries and these libraries, according to the latest estimate contain more than ten million volumes. Among these are the Library of Congress, third largest in the world, the famous Library of the Surgeon General's Office —the largest medical library in the world; the largest agricultural library and innumerable special collections of unsurpassed size and value.

Detailed library descriptions are arranged alphabetically by library name, with cross references, and there is a six-page index.

THE LIBRARY AND EXPERIMENTAL ADULT CLASSES

LIBRARIES furnish the necessary bones and marrow for the educative process. The work of the People's Institute in holding adult discussion classes at which the classics of western tradition provide the starting point of argument would be quite futile without this co-operation, said Philip N. Youtz of the Institute in his paper read before the third annual meeting of the American Association for Adult Education at Swarthmore, Pa., May 14. ("Experimental Classes in Adult Education." *School and Society* 28:91-97. 1928). Nine classes have been scheduled each week since November 1927 at the Muhlenberg Branch of the New York Public Library, where Mrs. Helen Wark Grannis, branch librarian, has assembled nearly all the books for the two courses in the classics on convenient shelves for the use of the School. Seventy-six titles are listed in the basic bibliography, *Classics of the Western World*, prepared by the Columbia College honors faculty and published by the A.L.A., and most of these are available in the "Everyman" and other inexpensive editions, but it was soon evident that students would not be satisfied to stop with the assigned reading. They "surreptitiously explored the other volumes by the same author in the hope of confounding their leaders' arguments or exposing their superficiality. Students protested that their book bills were mounting far beyond their means."

The Interbranch Loan service of the library made it possible to secure several copies of a needed work. Indefinite loans were cataloged and the reading list for each professor was set aside on special shelves, as in a college library. For the first few weeks the books were restricted to "one week during school term," in order to control the student habit of keeping a book for weeks on end, writes Mrs. Grannis. This proving unsatisfactory, the usual library rules now apply to renewals. Circulation statistics are difficult to obtain. The adult student who works all day and studies at night must be interested in his subject to read deeply in it, and does not care to be probed. It has not seemed wise to put too much emphasis on recommended reading and to gather statistics at the expense of spontaneity. Students are encouraged to own their own books, wherever possible. In the Muhlenberg Branch the demand seems to have been supplied, both in circulation and reference. Lecturers and students agree that the last year has been the best year of the School of the People's Institute in terms of facilities for study and quality of work done. This more than justifies the expectation that the reunion of library and lecture courses will be intensified next season. The main lines will be extended and the discussion courses will be changed to concentrated study of some particular intellectual tradition, using the past year's work as background or foundation.

The discussion group on the Columbia Honors course has been held on Tuesday evenings and has been enthusiastically attended by more than twenty members of all types—shopkeepers, teachers, business men and laborers—who talk informally around a long table. Beginning with Bacon, Galileo, Hobbes and Descartes, the discussion works down to Marx, Dostoevky, Ibsen, Hardy, James, Nietzsche, and Freud. Monday evening has been given to literature, with Ernest Boyd, Dr. Helen D. Lockwood, and Mark van Doren as speakers. Science is the subject of Wednesday evening, with Dr. Edgar Wind, Dr. Scott Buchanan, and Dr. Robert Chambers and his associates leading. Thursday and Saturday are devoted to philosophy, with Dr. E. G. Spaulding, Mortimer J. Adler, Dr. Richard McKeon and Dr. Horace M. Kallen. The experiment of holding classes in the library proved so successful that the School decided, during the second semester, to give an additional course in aesthetics and criticism four nights a week at seven o'clock. Dr. Irwin Edman, Mortimer J. Adler, Dr. Henry Wells, M. Cecil Allen, Henry Ladd, and Dr. Thomas Munro are the lecturers.

The cost of the courses is based on a minimum fee of fifteen dollars an evening for an instructor. Thus ten evenings with one instructor would cost a group $150 and twenty evenings twice that amount. The People's Institute is not run for profit and has no endowment, but thru a grant of $10,000 from the Carnegie Corporation it is able to pay part of the cost for a limited number of groups which are actually unable to be self-supporting. In every case this aid is conditional on the group's furnishing the place of meeting and a definite amount toward the instructor's fees.

The lecture is simply a way of making books vocal, not a substitute, according to Mr. Youtz. "The difficulty with discussion, even in a well informed group, is that after the first few sessions the repertoire of thought is exhausted and dulling repetition commences. Succeeding repetitions produce dogmatic convictions and well-fortified positions, not curiosity, which you remember St. Augustine insists is a necessary ingredient for education. Live discussion groups need constantly new grist for their mill. Without reading, as well as talking, interest is sure to lag. Adult education seems to have no ulterior motives. It is a way of enjoying and enriching experience."

INTER-LIBRARY LOANS IN DENMARK

BY JENS NYHOLM *

A NECESSARY preliminary to successful library co-operation is the existence of good national union catalogs. In many European countries the establishment of such catalogs has been taken into consideration, and in some of them has already been completed. In an article on the proposed Swiss union catalog in the LIBRARY JOURNAL of June 1, there is brief mention of what has been done in this direction in various European countries. Altho Denmark's name is not to be found there, we may truly say that this country has joined the movement, and while it has not yet progressed so far as several other countries in establishing an imposing union-catalog it is worth while considering what is going on in Denmark—especially as we, here perhaps more clearly than in any other country, find manifestations of the common tendency in modern library-policy to favor a development permitting each library to function as a particular link in a complete system of co-ordinated libraries.

The Danish libraries may roughly be divided into two groups: the "public" libraries, generally municipal or parochial libraries, supported by the government, and the "state" libraries, consisting of the Royal Library which is the national library and in foreign literature specialises in the humanities, the University Library (specialising in the natural sciences)—both of these located in Copenhagen, the State Library in Aarhus—more general in character, and finally various libraries in special fields: agriculture, zoology, art, technology, etc. A State Library Commission supervising the state-supported public libraries secures a close connection between the two types of libraries.

The first link in the chain of libraries consists of the small public libraries in parishes, villages and smaller towns. The next is composed of "central" libraries, about twenty-five in all, which at the same time serve as city libraries and as reservoirs for the smaller libraries—this latter function corresponding somewhat to the headquarters in the American county library system. If a book wanted in one of the smaller libraries is not found there, the request is sent to the nearest "central" library. A printed union catalog of standard books, all of which are to be found in each central library, serves as a good guide. But as the catalog which is merely selective is not a perfect guide, it may happen that the book asked for is not to be found in the central library, in which case the request is transmitted to the State Library in Aarhus which serves as a reservoir for the "central" libraries. Since its foundation in 1894, this library by law receives one copy of every book published in Denmark and thus contains all Danish books of the last thirty-four years, in addition to a great number of older books and many foreign publications. If, however, the book sought for is an older or foreign work, not located there, the request must go to one of the other state libraries or to a private or institutional library. But to which? A decision on this point in the "central" libraries would require much equipment and much time, and would often still be inconclusive. There is here a missing link in the chain, and it is to fill this gap that it has been planned to establish an institution similar to the Information Bureau in Berlin, tho on a smaller scale.

In 1926 it was proposed to let the State Library Commission function as a central bureau to locate copies of foreign books asked for by the provincial libraries, by help of a union card catalog of all foreign books contained in the libraries of Copenhagen. The government was most obliging, but no financial support was given for the moment. The function of the Commission as an information bureau was approved, in so far as it could be done without special support!

The Information Bureau was started in the autumn of 1926 with the following resources: the staff of the Commission, telephones and collections of bibliographies and printed library catalogs. In spite of the lack of organization of this material the bureau has already proved a good working tool. It has been used by nearly all "central" libraries and many of the smaller libraries, altho it has been very little advertised. By the first of March 1928, 1,354 requests for books have been sent to it, seventy-five per cent of which have been filled. Superficially judged, this is an insignificant number, but in fact it is a pretty fine result when we take into consideration that the institution is only in an experimental stage and that all the books called for are of a rather special kind.

Obviously if the Bureau is to fulfil its pur-

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pose it must have a more up-to-date machinery. It is proposed, therefore, to build up a complete union catalog of all foreign books in the libraries of Copenhagen, and perhaps later to include all Danish libraries. It is planned to begin with the year 1901, when the first issue of the annual accession catalog of the Royal Library was published.

This accession catalog contains a complete record of all new foreign books purchased by the Royal Library, the University Library, and various other scientific libraries in Copenhagen. Since 1906 a corresponding catalog has been issued by the State Library in Aarhus. Both of these catalogs are classed, but not provided with indexes and therefore often inconvenient to consult. It is now planned to cut the titles from these catalogs and paste them on cards. This immense number of cards must then be revised by the Library Commission according to the entries used in the union catalog supplemented by material from other libraries, the books of which are not included in the two accession catalogs. It is not intended to print the catalog in book form, but to arrange it as a regular card catalog.

The work on this catalog has already been begun, and the titles of one issue of the accession record of the Royal Library are now to be found on file in the office of the Library Commission, thanks to accommodating help from the Royal Library which has cut the lists and pasted them on cards.

A satisfactory completion of the catalog can only be obtained by means of financial support and it is hoped that the government soon will make the necessary appropriation, the successful work already done by the bureau being the best argument for support.

With the establishment of this Information Bureau ("Bibliotekernes Oplysningskontor") the missing link will be inserted in the chain of libraries and the whole library system be greatly increased in efficiency. Every Danish citizen, regardless of place of residence, will then be able quickly to get any Danish book he wants (fiction and some older books with certain limitations), and will enjoy the use of practically all collections of foreign literature to be found in the country; and the scholar will, further, be able to get special material directly from foreign countries by help of international inter-library loans.

Such a library system may be called unique, and altho it cannot function perfectly until more books, a larger staff and new library quarters are secured, it is very probable that with necessary financial support it will prove to be an example of efficient library co-operation comparable to the agricultural co-operation, which has made Denmark's name known all over the world.

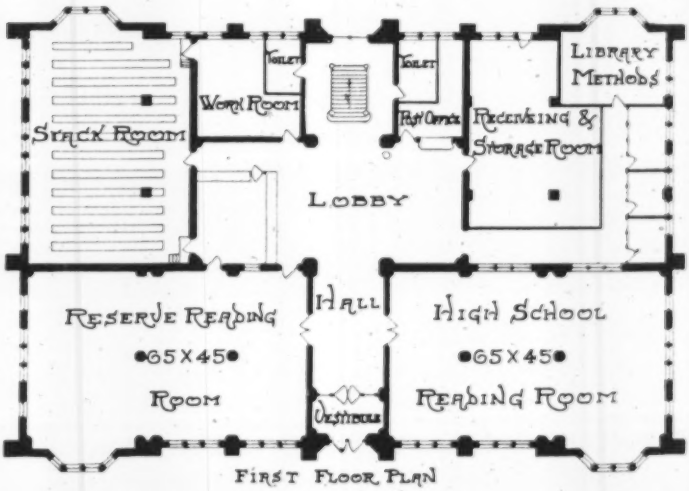
THE PORTER LIBRARY AT KANSAS S. T. C.

By ODELLA NATION

Librarian of Kansas State Teachers College, Pittsburg

Old English is the architectural design of Porter Library which was completed last year at a cost of $150,000.

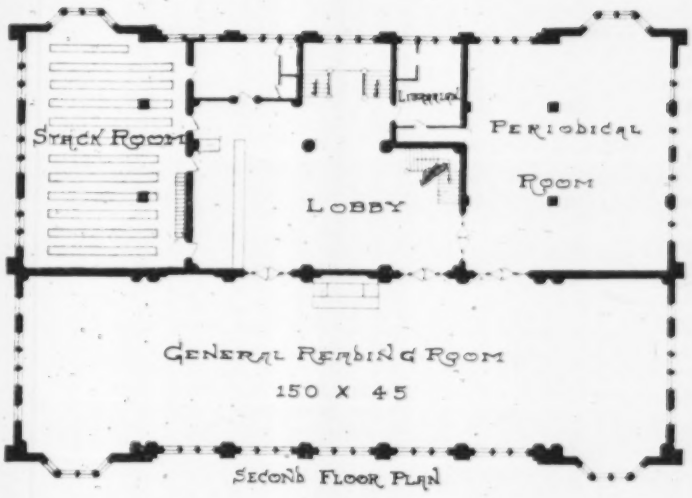
The building measures one hundred feet by one hundred and fifty. It is three stories high and fireproof, of concrete, steel and brick construction thruout. The exterior is of Pittsburg, Kansas, dark paving block brick, heavily trimmed in Carthage limestone and harmonizes with the other buildings on the campus. The cornice work and gutters are of sheet metal 20 ounce copper.



First Floor Plan

The roofing is of tile laid over wood and tar felt. The tile is green dull glazed French Imperial Spanish style. Fenstra steel sash casement windows are used thruout the building.

The main entrance is on the first floor thru a vestibule which opens into a large lobby measuring twenty-six and one-half by twenty-seven feet, with Kosoto marble floor and Caens wainscoating walls. At the end of the hall is a beautiful stairway of white Italian and black York Fossil marble with white Italian marble balustrades. The cost of the stairway was $12,500.



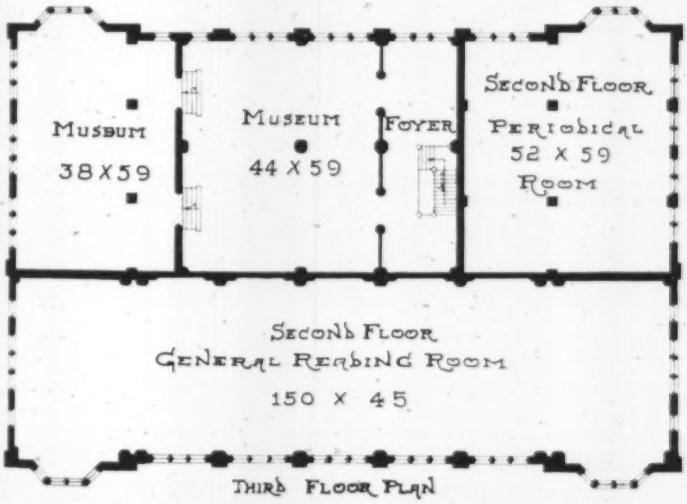
SECOND FLOOR PLAN

To the left of the entrance hall is the reserved book reading room, forty-five by sixty-five feet with a seating capacity of about one hundred and seventy-five. This is a well lighted room with windows on two sides. All windows are of Pittsburgh glass.

Other rooms on this floor are the shipping room, postoffice, work room, library methods, publishers' library, two small seminar rooms and the first tier of the book stack.

The second, or main floor, contains the main reading room, the periodical room, librarian's office and the cataloging room.

The main reading room, extending along the entire south front of the building, is forty-five feet by one hundred and fifty, two stories high, with Gothic beam ceilings. Oak book cases finished in silver gray extend entirely around the walls, giving a shelf capacity of about two thousand volumes. The room is well lighted with large arched windows on the south, east and west. The beams in the ceiling are finished in silver gray. Celotex and paneled oak are used in the ceiling, the celotex being used for its good acoustic properties. Fourteen large octagonal chandeliers of bronze and leaded glass give the room a diffused light at night. The lighting fixtures were furnished by the Bailey Reynolds Electric Company of Kansas City. All the furniture in the library is finished in silver gray to match the woodwork. The seating capacity of the room is about 320. The chairs were furnished by the Library Bureau, tables by the Doten-Dunton Desk Co., Boston.



THIRD FLOOR PLAN

The periodical reading room opens into the main lobby and into the main reading room. The light fixtures in this room and in the lobbies are of the same style as those in the main reading room, tho much smaller, and quite different in shape. Magazine cases are built along the south wall. Table lights can be used in the two reading rooms on the second floor. The periodical reading room has a seating capacity of about one hundred and thirty-five. The seating capacity of the four reading rooms iis approximately 900.

Battleship linoleum covers the floors in all the rooms with the exception of the lobby on the first floor.

The building is heated by high pressure steam supplied from the central power plant.

Entrance to the shipping department is placed at the back of the library and opens on the street.

The third floor contains two large museum rooms with a floor space of fifty by one hundred feet. A marble stairway ascends to the museum from the main lobby on the second floor.

The steel stacks have four tiers and afford space for the shelving of one hundred thousand books. Carrels on each stack floor are provided for faculty and students doing work requiring constant access to books in the stacks. The stacks are of Art Metal Construction Company make.

Delivery desks on the first and second floors are of white marble with cork tops.

ON HANDLING CURRENT PERIODICALS

RECOGNIZING the problem of the modern library either large or small with respect to the handling of periodicals, we set ourselves the task of developing some adequate means of caring for the current and past periodical issues.

Mr. A. Lee Henderson of the Psychology Department of our College of Education was commandeered for the work. He was told what was needed and all the items that would have to be taken into consideration. He applied himself to the task and in my opinion has worked out the best plan for the display, care, and filing of unbound and current periodicals which has yet been offered to libraries. I have had the opportunity of using almost every variety of periodical shelves, display cases and cupboards and have never found one which so adequately meets this need in a library as the case now described.

CABINET MADE BY THE DODDINGTON COMPANY, 451 WEST BROAD STREET, COLUMBUS, OHIO

Lack of size standardization, the number of issues collected before binding, the nature of the group served by the library, the nature of the average library space allotment, and many other similar situations were considered in the development of the cabinet described and pictured in this article. By referring to the cut the features mentioned may be noted.

The cabinet shown is a twenty-five unit case; we also have a fifteen unit case in use. By grouping these units or placing them in available spaces the problem of periodical handling is greatly simplified if not eliminated.

It will be observed that the general plan followed is that of the usual large filing case. The five drawer units on the top row are shown in the flush or closed portion, forming a dirt-tight compartment for each periodical with the current issue resting upon a slanted front. This front is of such an angle that the whole of the cover front is visible. At the bottom of the slant front is a trough-like space into which the bottom end edge is placed.

This feature holds the end edges of the magazines straight and prevents sagging or dipping which will occur if this is not provided. On the front of this end-trough can be seen the pull grip and name card holder.

The third row is seen open exposing the entire binder edge of the back issues. Any one of these numbers can be drawn out without lifting out or restacking the remaining ones. The filing space for each periodical will hold, on the average, two years' issues.

Several advantages are claimed for this case, some of which are: neatness, compactness, dirt and dust proof, exposure of entire front cover of current issues, ample space and accessibility for back issues, an attractive way of displaying the current numbers of periodicals and a convenient way of caring for the back numbers

until they are ready for binding, and especially the flexibility of the plan, allowing for indefinite growth—another unit, large or small, may be added as the growth of the library demands it.

We found in our own library that some of the odd spaces in out-of-the-way corners could be utilized by filling them with small cases of a few units each, and even very odd shaped nooks were filled with as many of the units as could be placed therein.

It is possible to have two standard sizes, one size larger than the one shown, to take care of the very large size periodicals. Comparatively few over-size periodicals are published so that one or two twenty-five unit cabinets of the large size ought to care for the needs of most libraries.

LOA EVELYN BAILEY, *Librarian,*
College of Education Library,
Ohio State University,
Columbus, Ohio.

SWEDISH LIBRARY HISTORY

SWEDEN can trace the growth of its public library movement back for the period of a century. As early as 1828-30 a bill concerning public libraries was introduced in the national parliament, the Riksdag. It was a motion for the establishment of parochial libraries as a complement to the public schools, but the time was not ripe and it was not accepted, writes Helja Jacobson of the State Library, Malmö, in the *Library Assistant* for May ("The Public Libraries of Sweden." 21:106-112). A society with a similar purpose was founded in 1835 in the diocese of Karlstad. It was not until between 1850 and 1860, when P. A. Siljeström, after a journey to the United States, began to work for the public libraries, that it was possible to talk of a time of prosperity. The first town libraries were also set up in the sixties, and the temperance societies and different industries founded many libraries of their own.

Altho the question of subvention from the government had been discussed in the Riksdag many times, and a yearly grant was appropriated in 1905, it was not until 1912 that the present regulations concerning grants to public libraries were first laid down. This step owed much to Doctor Valfrid Palmgren. She gave the first course in librarianship ever arranged in Sweden and also started the first real children's library, in 1911. The minimum grant is forty Swedish crowns and the maximum 400 crowns annually. A necessary condition is that the library obtain at least an equivalent sum from another quarter, usually the municipality, and only one library in every municipality may receive this state support. The grant is issued in the form of bound books, which have to be chosen from the Library Advisers' (Bibliotekskonsulenterna) edited standard catalog. There are two of these Advisers, who act as counsellors in all affairs concerning public and school libraries.

Government aid was granted to 1181 public libraries in 1926. These libraries owned a stock of 1,227,342 volumes, and the issue of books during the year was 2,473,306 volumes. The area of Sweden is 448,460 myriares (2.59 myriares equalling one square mile), and the population 6,074,368. The three most northerly provinces of Sweden have together 116,183 myriares, or nearly as much as England alone, with, two, three and four inhabitants respectively in every myriare. The travelling library is the only means of providing these far away people with books. There are four intermediary institutions for the distribution of travelling libraries, in Stockholm, Gothenburg, Lund and Lulea.

The Association of Public Libraries of Sweden (Sveriges Allmänna Biblioteksförening) was formed in 1915. Its official journal is *Biblioteksbladet*. In 1921 the Association edited a classification system for Swedish libraries. It is a letter system built on an old practice in the scientific libraries, and is therefore a national product. It has been adopted by most of the public libraries and for some years past has been used in the booksellers' annual catalog.

In 1924 a Public Library Committee presented a report suggesting a scheme for the thoro reform of the whole public library system. According to this, the public libraries would be able to get a considerably higher state grant, and some larger public libraries would become central libraries for special districts of the province with the object in view of helping smaller libraries with advice and the loan of more expensive and rare books. A small beginning has been made at the cathedral city of Linköping, which owns a famous old diocesan library with 140,000 volumes and 2,200 manuscripts. This library, together with the modern municipal library of the town, will open to the public as the first central library of this kind. The annual state grant will be about

22,000 crowns. The city has used 25,000 crowns of the proceeds from the public amusements tax to enlarge the diocesan library building.

Stockholm will in the near future have a modern public library system. A new building, called Stockholm's Town Library, has been erected with money given by Knut Wallenberg and his wife (1,300,000 Swedish crowns) with an additional 730,000 crowns from a public fund. The former parish and association libraries will be reorganized to form branch libraries and delivery stations.

Gothenburg's beautiful building was opened in 1900, and is intended primarily for scientific research. Five public libraries are supported by the Dickson Donation, established by Robert Dickson, a Scotchman who with his brother made a fortune as timber merchants in Sweden. Malmö Town Library has a central library with 42,000 volumes, and issued 370,500 volumes in 1927. Norrköping is a manufacturing town of 60,400 inhabitants which has had since 1924 a library of about 100,000 volumes, a consolidation of private collections, school libraries, and an earlier public library. A special feature of Helsingborg's Town Library is its exchange of books with the public library of Helsingör, the small Danish town only twenty minutes' distance from Helsingborg, with permanent ferry communications over the Sound. The Danish, Norwegian and Swedish languages are so cognate to one another as to enable the people of the different countries to understand each other without much difficulty.

MANUSCRIPTS IN THE HUNTINGTON LIBRARY

To the Editor of the LIBRARY JOURNAL:

I have had several inquiries as to the method used in the arranging and cataloging of the manuscripts in the Henry E. Huntington Library and Art Gallery. It occurred to me that a short note on the manner in which our historical papers are treated might be of interest to the readers of the LIBRARY JOURNAL.

The historical manuscripts cover a period of about nine hundred years and consist of personal papers, charters, court rolls, official papers, etc., and innumerable documents quite impossible to classify.

The process of cataloging has hardly yet begun; only 35,000 items have so far been cataloged.

I. *Physical Arrangement of the Manuscripts.*

The personal papers and letters of a man, if purchased *en bloc* by the Library, are kept intact and arranged in chronological order. All other miscellaneous collections of papers or individual items are arranged and filed chronologically in a miscellaneous file.

II. *Cataloging.*

The number of manuscripts in the Library is so large that elaborate cataloging is impossible. Cards are made primarily for finding purposes and contain date, author's name, addresses or title of the document; bibliographical description, source and accession number.

The card catalog consists of three files:

(a) Accession card, filed by accession number. The accession file takes care of each collection as a unit. Each number is preceded by certain letters which refer to the given collection; i. e., the Loudoun accession numbers are preceded by the letters LO; the Vallejo accession numbers are preceded by the letters VA; and so forth. Miscellaneous collections and items are preceded by the letters HM.

(b) Chronological card, filed strictly by date; every card is given a date, supplied if not on the document. The great difficulty has always been to supply readers with all the documents pertaining to the event or subject in which they are interested. Having this in mind, I have devised a chronological file in which each document is represented by a card which is filed strictly by date. This chronological file acts as a subject index in so far as it brings together all the material relating to a certain event or period regardless of collection.

(c) Author card, filed alphabetically. The alphabetical file, or dictionary catalog, contains, in addition to author cards, short form reference cards as follows:

1. *Names of persons*; i. e., for signatures other than name of author, and subject references to certain persons, and other added entries.
2. *Subjects* not readily found by the chronological file; *e. g.*, Indian Affairs, Privateering, Witchcraft, and the like.
3. *Classes*: Manuscripts designated by a class or group name; e. g., Diaries, Chronicles, Treaties, etc., are listed under the name of the class.

Liturgies, classical and medieval authors, Middle English manuscripts and manuscripts of modern authors are cataloged according to their several needs, but any incidental material that may be of interest to the historian is registered in the historical files.

R. B. HASELDEN, *Division of Manuscripts.*

THE LIBRARY JOURNAL

SEPTEMBER 15, 1928

It is an ingenious proposal that has been worked out to make up the additional million necessary to insure the further grant of a million dollars fund from the Carnegie Corporation for endowment of the American Library Association in its future work. That corporation which has so abundantly shown its faith in the value of public libraries has made the liberal provision that every added membership and every annual subscription for a stated period might be reckoned toward that amount on the five per cent basis, *i.e.*, that every five dollars in membership or pledged subscription should represent a hundred dollars in capital. The A. L. A. four hundred are not to constitute a social aristocracy within the Association as the phrase traditionally suggests but only enrollment among those who show their faith by their works. If the quota plan of seeking a hundred subscribers in Chicago, a hundred in New York and alloting the balance of two hundred to other parts of the country should prove as successful in peace as in raising money for good causes during the war, that success will assure to our association a wonderful future of good works.

Now that the library book post is in full operation, at least in its initiatory stage, it is very right to hark back in full recognition of the great service of Alfred L. Spencer of Savona, New York, as the pioneer of this beneficence to the community, which extends of course over the whole nation. Mr. Spencer has made this cause practically his life work since 1916, when as a school principal his attention was attracted in this direction. His thought was to reach local communities with a "penny post" rate of one cent for an ordinary volume and two cents for a larger book, and in 1919, when chairman of a rural library committee of the New York Library Association, he made a practical experiment in his own neighborhood by arranging with the local post office to supply stamps beyond these figures from a donation generously made for the purpose. This experiment proved successful as groundwork for the argument which he thereafter pushed home, and in 1925 the American Library Association in its resolutions gave him a vote of thanks for his altruistic endeavor. Not always does a reform bear fruit within the lifetime of the seed-sower, but Mr. Spencer has had the gratification to see at least a start made in the right direction. He remains fully active and looks forward to the more full realization of his dream as the present limited scheme proves its value. Credit should also be given to H. H. B. Meyer of the Library of Congress for the effective address which he made at the hearings before the Postal Committee, which clinched the argument earlier brought forward. The files of the LIBRARY JOURNAL give evidence of the indebtedness of the library community to Mr. Spencer in this field.

Few library trustees, if any, have shown the enlightened vision and munificent generosity that made the relation of John Griswold White with the Cleveland Public Library and with the city of Cleveland so notable. In the magnificent and wonderfully equipped library building, of which Cleveland has such right to be proud, his gift some years since of the collection now reaching with his additions fifty thousand items, especially rich in folklore and Orientalia, is the central feature of the Library and to this is now to be added by bequest his collection on chess, perhaps the most complete in existence, while his will leaves also to the Library an endowment fund of a quarter-million dollars. He came into library relations forty-four years ago, serving for a time as president, and during his first term in that office the wise choice was made of William Howard Brett as Cleveland's public librarian, a choice fortunate beyond words of commendation. Thereafter he was designated for other public service as a private citizen, but in 1910 he returned to the Library Board and for the past fifteen years, during the planning and building of the new library edifice, he has been its president. To him, therefore, more than to any other person, in co-operation with Mr. Brett and Miss Eastman, Cleveland owes the magnificent building and the splendid collections which are its pride. He passed on at the ripe age of eighty-three and his name should indeed have a high place in the history of American libraries.

The Editor of the LIBRARY JOURNAL returns cordial thanks to the two hundred and more friends, a large proportion from the library

profession, who sent to him on his eightieth birthday, September 4, 1928, messages, not of condolence for age but of good will, encouragement and inspiration for continuance of youth. Among all the experiences of those many years none have been more heartening, none more inspiring, none more appreciated, and, he hopes, fruitful, than the friendly relations, many of them close intimacies, which have come to him in the half century since the foundation of this Journal, the American Library Association and the Library Association of Great Britain and of the world wide movement in library progress in which our own country has taken the lead. Few investments of effort yield a hundred and more per cent interest as does that in library service and we will all hope that the joyous profession of librarianship may reap even richer reward in the developments of the great future before it.

LIBRARY ORGANIZATIONS

NEW ENGLAND STATE ASSOCIATIONS CONFERENCE

On June 26-29 at the Eastland Hotel, Portland, the six state library associations of New England with affiliated groups met for a second joint conference which in enjoyment and enthusastic good fellowship compared favorably with the first similar conference held at Swampscott in June 1925. The registration was 418.

The programs for the seven general sessions included discussions of practical library problems, addresses on the educational importance of libraries, the past and future of the public library and talks on literature or of a literary flavor.

Very practical indeed was H. J. Carlson's paper on small library buildings which, illustrated by lantern slides, showed how an architect who understands the library problem can combine beauty of exterior design with an efficient working interior even in the smallest library building. Even if it did not settle forever some of the lending department problems, the round table led by Iva M. Young of Bellows Falls, Vermont, provoked such lively and heated discussions as to threaten those who stayed with the loss of lunch.

A new opportunity of co-operation for the public library was presented by Paul W. Fuller of the Workers' Education Bureau of America. Mr. Fuller described the work of this bureau to improve the background of the trade union worker thru a general information service, study classes and conferences, teachers' registry, research work, "workers' bookshelves," a co-operative book service and a library loan service. He demonstrated how the public library in its adult education program can prove a valuable asset to co-operation between capital and labor. Mr. Charles B. Shaw, librarian of Swarthmore College, showed how the library can be linked up with some of the modern educational projects such as the Dalton plan and plans similar to the reading for honors scheme at Swarthmore which he described in detail.

At the general first session Henry E. Dunnack, state librarian of Maine, spoke on "Tendencies in Library Work," emphasizing as most important the extensions of library service to rural communities. Dealing with a somewhat similar subject "Viewpoints from Tomorrow's Library," Joseph L. Wheeler, librarian of the Enoch Pratt Library of Baltimore, visualized the public library as the overthrower of superstition and absurd leadership, bridging the gap between the formally educated and the uneducated thru aid in self education. A better understanding of the psychology of its readers and the legitimate use of the various avenues of publicity will aid in bringing to the public library such financial support as to make the $1.60 per capita which Cleveland now spends seem small. Large endowments for public libraries are vitally needed and Mr. Wheeler prophesies that they will be forthcoming when the public wakes up to the real value of the public library as an educational institution.

In her talk on "Art in Life," Mrs. Edith Very Sherwood discussed the historical significance and interpretation of art in its relation to life showing that it has always been the language of spiritual ventures and experiences from Ancient Egypt to the modern world. In conclusion Mrs. Sherwood presented the audience with a carefully prepared mimeographed list of books on the various branches of the fine arts which might form a basis for an art collection in any library. Running thru the list she indicated those which might be suitable for first purchases by very small libraries.

The gradual evolution of the public library in one state was considered by Susan Archibald, librarian of the Middlebury Public Library Middlebury, Vermont. Her paper "Past and Future of Vermont Libraries" showed extensive research in the past, was delightfully humorous in spots and well deserves preservation in print. Another Vermonter, Levi P. Smith, state

senator and a thoro booklover, under the title of "The Interpreter's House" gave an outsider's view of the public library.

"Life Rafts of Reading: Some Comments on Drowning in a Sea of Printer's Ink" was the title of an address by Professor Ernest C. Marriner, professor of bibliography and librarian of Colby College. Emphasizing his points with pungent witticisms and happy epigrams, Prof. Marriner made it clear that in reading we should become as little children, reading what we wish but with the desire to improve. With adults as with children there is opportunity for wise guidance and this the public library is qualified to give. Mr. John A. Macy whose talk on "Reading for Enjoyment" concluded the sessions, showed himself in general agreement with Prof. Marriner tho he stressed the importance of reading with the mind free and relaxed.

"Modern American Poetry" was considered by Wilbert Snow, associate professor of literature at Wesleyan University. He compared the forms and rhythms used by modern American poets with those used by the earlier generation and by English poets of today and was especially enthusiastic over the merit and popularity of poetry as an interpreter of American life. Himself a poet of recognized merit, Prof. Snow concluded by reading "The Country Dance," "Prayer Meeting," and other poems from his volume *The Inner Harbor* which successfully interprets the Maine coast and its people.

One of the brightest spots on the whole program was Mrs. Maude Howe Elliott's "Personal Reminiscences of New England Authors." As the daughter of Samuel Gridley Howe and Julia Ward Howe, Mrs. Elliott had many unusual contacts with Longfellow, Emerson, Lowell, Holmes, Henry James and other authors of their day. In a delightfully informal and chatty manner she told of the incidents which stand out in her memory as she saw these men in their own homes or in the home of her parents.

The following officers were elected by four of the state associations: Maine: President, Ada Britton, Caribou; vice-presidents, Mary Buzzell, Lincoln, and Edith Snow, Portland; secretary, Elmar T. Boyd, Bangor; treasurer, Jennie W. Smith, Waterville.

New Hampshire: President, Helen Cushing, University of New Hampshire; vice-presidents, Martha Cutler, Peterboro, and Annabelle Secombe, Milford; secretary, Agnes C. Norton, Hanover; treasurer, Helen C. Clarke, Concord.

Vermont: President, Priscilla Bancroft, Proctor; vice-president, Rebecca Wright, Montpelier; secretary, Minnie Gordon, Rutland.

Massachusetts: President, Galen W. Hill, Quincy; vice-presidents, Leslie T. Little, Waltham, and Joyce G. Bisbee, Lynn; treasurer, George W. Evans, Somerville; recording secretary, Harold A. Wooster, Brockton; corresponding secretary, E. Lucille Palmer, Attleboro; editor of publications, W. N. Seaver, Massachusetts Institute of Technology; delegate to American Library Association Council, H. C. Wellman, Springfield.

Abridged from the reports of the secretaries of the six state associations.

IDAHO STATE LIBRARY ASSOCIATION

THE first biennial meeting of the Idaho State Library Association was held in Twin Falls, May 14-16, with Marion C. Orr, chairman of the program committee, acting as president in the absence of Miss Hibbard.

The program included papers on modern poetry, the modern novel, and "reading with a purpose"; one session was given to working with young people, and another to the discussion of various library problems. It was decided to continue working for a county library law and plans for more intensive publicity are to be made by the executive committee. The present plan of alternating district meetings with biennial state meetings will continue.

The newly elected officers are: President, Marion C. Orr, librarian of the Idaho Falls library; vice-president, Mary D. Rains, librarian of the Boise library; secretary-treasurer, Edith Dygert, Twin Falls library.

EDITH DYGERT, *Secretary*.

THE CALENDAR

Sept. 17-22. At New College, Oxford. Annual meeting of the Association of Special Libraries and Information Bureaux.

Oct. 4-5. At North Platte. Annual meeting of the Nebraska Library Association. The president, Eleanor M. Wheeler, librarian of the North Platte public library, is making all arrangements.

Oct. First week. At Sterling. Colorado Library Association.

Oct. 11. Annual fall meeting of New Jersey Library Association. Montclair Art Museum, Montclair, N. J.

Oct. 11-12. At State Teachers College, Bowling Green. Kentucky Library Association.

Oct. 17-19. In Danville. Illinois Library Association.

Oct. 17-19. At Toledo. Ohio Library Association.

Oct. 26. At Providence. Rhode Island Library Association's fall meeting.

Oct. 31-Nov. 3. At Baton Rouge, La. Biennial meeting of the Southwestern Library Association. Officers: President, Mrs. J. R. Dale, Oklahoma City; Secretary, Virginia Fairfax, 4900 St. Charles Avenue, New Orleans.

Nov. 7-10. At Biloxi, Miss. Biennial meeting of the Southeastern Library Association.

Dec. 27-29. In Chicago. Midwinter meetings of the A. L. A. Council and other library organizations.

June, 1929. In Rome. International Library Congress.

AMONG LIBRARIANS

Clara L. Abernethy, for seven years reference librarian in the Iowa Library Commission office, became assistant librarian of Winthrop College at Rock Hill, September 8. She is succeeded by Helen H. Aten, 1923 Wisconsin, librarian at Ladysmith and Manitowoc, Wis.

Adaline Bernstein, 1918 Western Reserve, appointed head of the order department of the Carnegie Library of Pittsburgh, succeeding C. Tefft Hewitt.

Russell Buchanan, until recently in the Circulation Department of the General Library at Stanford University, is now assistant reference librarian of the Hoover War Library.

Marian R. Clark, 1924 Wisconsin, appointed consulting librarian with the Democrat Printing Company, Madison. In the past four years Miss Clark has held positions as county librarian at Racine and librarian at Eveleth, Minn.

Luther L. Dickerson, executive assistant to the A. L. A. Board on the Library and Adult Education, succeeds Charles E. Rush as librarian of the Indianapolis Public Library about October 1.

Florence Dodd, 1920 Wisconsin, has resigned as high school librarian in Ironwood, Mich.

Harriet Goodall, librarian at the Horace Mann School, Gary, Indiana, had been appointed librarian of the Marion (Ill.) High School, and is succeeded by Velma Ruth Shaffer.

Margaret Grant, head of the circulation department of the Gary (Ind.) Public Library has resigned to become librarian of the Lorain Public Library. She is succeeded by Marjorie Bowers, 1925 New York State, who comes from the Northwestern University School of Commerce Library.

Theodore L. Haman, 1926 Wisconsin, appointed business librarian to Mr. Joseph R. Warner, 61 Broadway, New York. The position, which is a new one, covers "general research in commerce, economics and finance."

Frances Hannum 1915 Wisconsin, appointed librarian of the Ann Arbor, Mich., Public Library.

Harper. To fill the need felt by many people engaged in library work with children for a specialist in children's work, particularly in the selection and appraisal of books, Wilhelmina Harper, formerly supervisor of children's work in the Kern County (Calif.) Free Library, is now offering her personal services as consulting children's librarian in any capacity pertaining to the development of children's work. Miss Harper is available in an independent capacity and with the endorsement of Milton J. Ferguson, state librarian. Since library service to children is measured by the type of book given them to read, book selection will receive special expert attention. Miss Harper will keep libraries informed of the best children's books of the month from the presses of all the leading publishers. Titles will be printed on cards with publisher and price given, annotated and graded, and arranged for filing. For those desiring it, the Dewey decimal classification number for each book with indication of added entries will be supplied by a trained cataloger. Standard collections of children's books carefully selected in accordance with particular needs will be made. Suggestions will be given on replacements, and entire annual juvenile book orders made up if that is desired. Advice will be given on any problem that may arise in the course of library work with children. Communications may be addressed to Miss Harper at 850 Hamilton Avenue, Palo Alto, California.

C. Tefft Hewitt, head of the order department of the Carnegie Library of Pittsburgh for the last twenty years became librarian of the Hackley Public Library, Muskegon, Michigan, September 1, succeeding the late Harold L. Wheeler.

Margaret S. Hickman, 1913 Pratt, formerly librarian of the Public Library of Rochester, Minn., was appointed principal of the foreign department of the Los Angeles Public Library in place of Maryetta Mackey, principal for the last six years, whose leave of absence is continued owing to illness.

Grace Hill, 1912 New York State, of the Umatilla County Library, has been appointed principal of the Los Angeles Library School. Miss Hill has been an instructor of the library training class in Kansas City, Missouri, head of the Catalog Department in Kansas City, and an instructor in Simmons College School of Library Science.

E. Cockburn Kyte, formerly assistant secretary of the (British) Library Association and recently library consultant for the publishing firm of John and Edward Bumpus, London, succeeds Nathan Van Patten as librarian of Queen's University, Kingston, Ont., with rank of professor.

Ethel Malec, 1927 Wisconsin, has been appointed high school librarian in Eau Claire after a year as assistant in the Stevens Point Teachers College.

Flossie M. Martin, 1925 Wisconsin, has resigned as cataloger in the Waterloo (Iowa) Public Library to have charge of libraries in the high schools in Tulsa, Oklahoma.

Hester Meigs, 1925 Wisconsin, appointed assistant librarian in the State Normal School at Valley City, N. D.

Vivian Little Norrid, 1916 Wisconsin, succeeds Marian R. Clark as librarian of the Eveleth (Minn.) Public Library.

Violet Shue, formerly assistant reference librarian of the Hoover War Library is now assistant reference librarian in the General Library at Stanford University.

Martha Stewart, 1925 Pittsburgh, formerly with the Public Library of Lima, Ohio, appointed first assistant, schools department, Carnegie Library of Pittsburgh.

Nancy Vaughan, principal of the science and industry department of the Los Angeles Public Library for the past five years, resigned to take a position in the New York Public Library on September 1. She is succeeded by Anne Fraser Leidendeker, of the science and industry department, formerly librarian of the Commonwealth Edison Company of Chicago, and on the staff of the American Institute of Technology and University of Arizona.

Heliodore Valle, chief of the bibliographical section, Library Division, Ministry of Education, Mexico City, has accepted appointment as curator of the Mexican and Central American collections in the Hoover War Library, Stanford University.

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IN THE LIBRARY PERIODICALS

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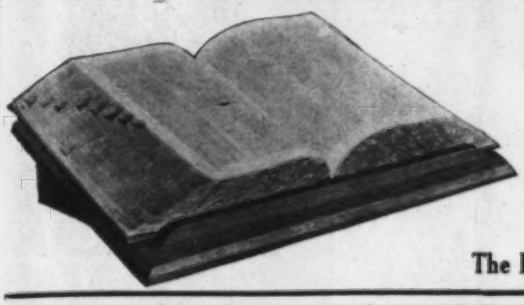

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